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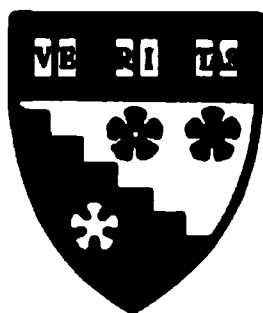
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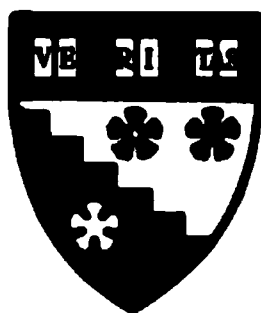
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In the city of Vincennes there remains to-day an old brick house which is regarded with peculiar interest by all visitors. Not only was it long the home of our first Territorial Governor, the famous statesman who succeeded in 1841 to the Presidency of the United States; it was also the scene of a noted historical meeting which occurred seventy-five years ago—in 1810. William Henry Harrison was then the Chief Magistrate of Indiana Territory, which contained a population of rather more than 24,500 whites and several thousands of Indians. A second war with Great Britain was manifestly approaching. In the last war—the Revolution, happily terminated twenty-seven years before,—the savages had been bribed by British gold to fight against Americans. Events led men to fear that such an alliance was probably arranged in the present instance.

In 1809, a strange, shrewd scheme was developed among the red men. A brother of Tecumtha, the famous chief, had announced himself as a chosen prophet of the Great Spirit, sent with a mission to unite his race in opposition to the growing power of the white men, and to lead them to glory and power. He adopted the name of Lalewasika, or The Open Door. Building a new town near the Wabash, he gathered about him six hundred or more followers, who admitted his claims to inspiration, in spite of the opposition of Winamac, a prominent Indian leader of Northern Indiana.

Governor Harrison had sent many messages to the Prophet's Town, desiring, if possible, to disarm the opposition of the spiritual ruler and the temporal prince,—The Open Door and Tecumtha,—but to little purpose.

And now, on the 12th of August, 1810, the great sachem of the Aborigines appeared in Vincennes; and under the trees surrounding the brick house of the Governor, the famous conference was held. The meeting was like one of monarchs in old days. Stately forms of etiquette were observed, and formal addresses were made, through the medium of interpreters. For ten days the conference continued, the chiefs of the two races attended by their guards; and at the close of each interview the haughty Tecumtha withdrew to his camp.

No good came of this extended consultation. Tecumtha was bent on war, yet desired to put off hostilities until a more opportune season. His design was grand. He would unite in one vast movement all the tribes for hundreds of miles in a universal uprising, and strike when all was ready and when the British should strike. The prophet was less wise. He had no mind for so vast an enterprise. He flouted at delay.

During the year that followed the conference at Vincennes, the Governor gathered about him at his capital Federal and territorial troops to the number of over a thousand, and in September, 1811, set out with this force upon an expedition up the Wabash to the Prophet's Town. Passing near the site of Terre Haute, the Governor erected a fort, which the soldiers named, in his honor, Ft. Harrison. Here a small garrison was left, and the army proceeded on its way.

On the 6th of November the force encamped on a low hill covered with scraggy oaks and rising about ten feet above the prairie, a short distance from the Prophet's Town. Tecumtha was not at the latter place, but was in Tennessee, perfecting his grand alliance; and had left orders to the prophet not to engage in hostilities in his absence.

Had the army expected an attack as certain, the encampment could not have been more perfectly arranged for defense. The soldiers slept with clothes and accoutrements on, with guns loaded and bayonets fixed. They were formed in order of battle. A conflict, however, was not really expected, and the purpose of Governor's advance was purely defensive. Well it was that the hero of Tippecanoe had the wisdom to be prepared for the worst. In the dead of night—the darkest, drowsiest hour that precedes the day—about two hours before the dawn, the Prophet led his followers in a furious attack upon the camp. So sudden it was that before many of the soldiers could be awakened, daring Indians had penetrated the lines and were plying their tomahawks at the doors of the tents. Soon as possible, the lines were reformed, where broken, and heroically maintained. Had they yielded, all must have fallen in a universal slaughter. Standing in line, the brave boys made themselves targets for the Indian

sharp-shooters who were hidden in the grass and sheltered by the darkness. The clump of trees near the camp formed a breastwork for the enemy, and it was necessary to dislodge them. Major Daviess, a gallant young officer, led a cavalry charge, but failed to disperse the enemy, and was mortally wounded. The charge was repeated by Capt. Snelling, with success. Through all the terrible fight, Harrison was everywhere. His quick eye determined at once each point of weakness; and with unerring judgment he distributed the strength of his resources.

Meanwhile the Prophet, standing upon an adjacent knoll, sang, in a voice which rang above the din of battle, his inspiring war-song. He shouted to the red men that the balls of the soldiers could do no harm to the faithful followers of the Open Door. But as one by one the Indians fell, and as they were driven headlong from their covert by the charge of Capt. Snelling, their faith in the Prophet wavered and was at length completely broken. When morning dawned the Indian army fled without awaiting the charge of Harrison's men. Thirty-eight warriors lay dead in the grass. Probably more than a hundred and fifty were partially helpless from wounds. Sixty-two Americans were killed or mortally wounded. Among them were some of the noblest men of the Territory, whose death was deeply mourned throughout the West. Daviess and Randolph were the objects of especial sorrow.

Thus bravely was fought the famous battle of Tippecanoe, famed above all other conflicts with the red men of America.

As an event of our early history it eclipses all others. In former times, an acquaintance with the story of this conflict constituted the stock and store of early annals possessed by the mass of the people. It is amusing to note how a historical blunder repeats itself, and how almost impossible it is to eradicate one when it is started. Many years ago a stupid writer of Indiana history related the story of this conflict, describing it as a battle between General Harrison and Tecumtha, in which the former was the aggressor, and wound up in a slovenly way by stating that this battle completely broke the power of the savages and led to a lasting peace. These statements have been copied al-

almost verbatim for a lifetime, by equally stupid and slovenly writers. You can find them in geographies, histories, story books, newspapers—in fact, everywhere. It is well known that Tecumtha was not at the battle or near it, or in any way responsible for it; that Harrison was not at that time a General, but the Governor; that he was not the aggressor; that so far from leading to an immediate and lasting peace, the battle of Tippecanoe was the very first of a long chain of horrible butcheries or heroic defenses, attacks and massacres.

For at least two years the power of the savages was not broken, nor was the war ended. And yet so stupid can people become by text-book worship that they will tell the story of the whole war, and conclude by remarking that the first battle led to an immediate and lasting peace.

SIR PHILIP SIDNEY.

MATTIE CURL DENNIS.

“I love the old melodious lays
Which softly melt the ages through,
The songs of Spencer’s golden days,
Arcadian Sidney’s silvery phrase,
Sprinkling our noon of time with freshest morning dew.”

SCHLEGEL says that a nation which allows her language to degenerate is parting with the best half of her intellectual independence, and testifies her willingness to cease to exist; again, it has been said, “if a nation’s language becomes rude and barbarous, the nation must be on the brink of barbarism in regard to everything else.”

So important is the language and the literature of a people, not only as a symbol of their present attainments, but as a means of their future progress, that it is impossible for the individual to exert any worthy degree of influence upon the intellectual culture of the age who is not more or less exhaustively acquainted with the history and development of his own language and literature.

In the “Reading Circle,” we have traced the growth of our literature from its formative state until it was organized by

Chaucer into a living language ; again, we see it losing its beauty and power until it almost ceased to be a literary tongue amid the intellectual dearth of the following century-and-a-half ; but in spite of the trickster rhymers and dilute imitators of Chaucer, that spanned this interval, English literature was still kept from going out of existence by the poetry of Hawes and Skelton, and by the prose of More. Hawes was simply an imitator ; but Skelton was an educated man, possessed of native wit and originality, and in his poems, "Why come ye not to Court," a satire against Woolsey, and "Colen Clout," a representation of the indignation of the common people against church abuses, he exhibits marks of genius, and institutes the germ of that cumulative opposition to political and ecclesiastical tyranny which terminated in the Reformation. Skelton died in 1529, during the reign of Henry VIII, and is the last true representative in England that marks the decadence of Chaucerian influence and the rise of that new Italian influence that became a part of the power which the New Learning was to exert in the field of English letters.

The effect of the New Learning began to tell upon the literature of the English people through the poetry of Wyatt and Surry ; they were educated, and by an extensive tour in Italy had become acquainted with the Italian models in literature. A new standard of literature was now introduced into England under the revival influence of the classics. Taine says that in the Earl of Surry for the first time "English intellect became capable of self-criticism." Surry, like Petrarch and Dante, sang of love ; but, above and more beautiful than the cold Platonism which invests his Geraldine is that immensely human English love which paints,—

"A woman not too fair or good
For human nature's daily food."

The poetry of Surry really ushered in the great Elizabethan Age : doubtless many and varied were the causes that produced this age ; the revival of the classics did much ; comparative political and domestic security with an added degree of wealth and consequent leisure, perhaps did more ; greater personal liberty, larger hopes, and nobler aspirations were opening up to men who

began to seek fame and preferment in other than bloody fields.

Not that Englishmen were just now beginning their education; three generations of scholars had thronged the English Court and Universities. "Across the train of hooded schoolmen and sordid cavaliers the two adult and thinking ages were united," the gloom which had crushed human sympathy and stunted the intellect of the Middle Ages now gave place to the worship of the gods of Olympus, and passion so long dwarfed ran riot in this new freedom.

This great upheaval of the old life into the new awoke into nobler rhythm within the years of the Pagan Renaissance: literature like everything else grew, and the preceding ages with ax and gibbet and tower and fire had not been in vain: we could no more have done without the enthusiasm that fought the Crusades, and the chivalry that established the "Round Table," than could the coming ages afford to blot out the metaphysical sermon in "In Memoriam," or forget the deathless passion of "Mary in Heaven."

Our intellectual inheritance from the past became in the hands of genius "New Memnons," clothed with the inspiration of a "grander day."

Italy led the way in the revival of letters as she had done in painting; but on English soil, it became a sterner, more practical kind of literature, the offspring of colder and more logical skies, a kind of prelude to—

"I am the poet of Whitehorse vale, sir,
With liberal notions under my cap."

Among the first and noblest of the great literary characters that graced this age of noted writers was the accomplished, cultured Sir Philip Sidney: he marks the last milestone in the decadence of literary chivalry; and with him died ancient knight-hood. He it was that followed the Euphuism that had been introduced into courtly circles by the writings of Toyly, and did much to put down the far-fetched mannerisms and overloaded expressions which had become so popular in courtly circles through the "Euphues."

Sidney, like Cowper, wrote because it pleased him to do so,

seemingly regardless of praise or censure: he is best known through his "Arcadia" and his "Defense of Poesy"; but, if we were seeking a work of pure art, where beauty of expression is combined with the chivalrous graces and refined elegancies of the most appropriate diction, I know of nothing in our language that would more properly emphasize these qualities than Sidney's letter to Queen Elizabeth, in which he sets forth the reasons why it would be neither wise nor politic, either for herself or for the English people, that she should marry Philip of Anjou.

Sidney's *Arcadia* is a kind of pastoral epic, a combination of prose and poetry written at Wilton, the home of his sister, the Countess of Pembroke; here he had withdrawn from the Court of Elizabeth on account of a difficulty he had become involved in with the Earl of Oxford; in this temporary banishment he beguiled "the time's haste" in the composition of this pleasing romance.

Hazlett and Walpole have severely criticised this production; but notwithstanding its ornate style, the excrescences and flat humor that mar its pages, these were some of the very things that in those days were causes of the admiration then bestowed upon it, and it still remains a model of the customs of the times, and it will continue to be read, appreciated and admired by the lovers of antique beauties in literary art.

The *Defense of Poesy* is the first literary critique in our language. It was written in answer, perhaps, to Stephen Gascon's *School of Abuse*, in which poetry and plays were attacked from the Puritan standpoint: in it Sidney holds that the pleasure derived from imaginative literature is an incentive "both to the acquisition of knowledge and the cultivation of virtue." The style is argumentative throughout; he seems to be master of his resources, and trusts in the vigor of his own convictions to produce evidence in the minds of his readers; he argues that "men are most readily approached through the imagination, and that impressions so received are most lasting." In proof of this power of poetry over his own mind he says: "I never heard the old song of Percie and Douglas that I found not my heart moved more than with the sound of a trumpet."

In his *Astrophel and Stella*, which consists of about 150 songs and sonnets, he celebrates his love for "the woman who became the wife of Lord Rich," and to whom Sidney was once engaged. The Pamela of the "Arcadia" and the Stella of the Sonnets is said to refer to the same individual. The Sonnets have been subjected to much criticism adverse and otherwise, both as to the matter and manner of their composition; Sidney was not an elegant verse-writer, though in his Address to Sleep and in a number of his sonnets to "Stella" we may find real poetic genius. As to the subject-matter we must remember that he modeled after Dante and Petrarch in celebrating his love for Stella; that in those elder days it was no uncommon thing for poets to sing their loves, either married or unmarried. Taine claims that like "Beatrice" and "Sara," "Stella" was simply an inspiration that refined Sidney's genius and gave him the embodiment of that diviner love which is a part of immortality.

Sidney was born at Penhurst, the home of his illustrious ancestors, where grew—

"That taller tree of which a nut was set
At *his* great birth where all the muses met."

He fell in the battle of Zutphen in 1586, in the struggle of the Protestants of the Netherlands against the Catholics.

+ FORMS AND METHODS IN ARITHMETIC—II.

W. F. L. SANDERS, SUPT. CAMBRIDGE CITY SCHOOLS.

8. At the proper stage of advancement of the class, let the teacher further illustrate this method of work with an example similar to this—

Ex. How many square feet in the surface of a floor 14 ft. wide and 25 ft. long?

First, show on the black-board that there will be a row of 25 square feet along the length, and that there will be 14 such rows, or 14 times 25 square feet, which gives 350 sq. ft. In this way is developed the general practical formula—

$$\text{LENGTH} \times \text{BREADTH} = \text{SURFACE},$$

which the teacher should place on the black-board. He should

call the attention of the class to the similarity of this formula to the one previously learned. (See Art. 6). It may be mentioned that it consists of two factors and their product; that whenever a *product* is required, *multiplication* is the process by which it is obtained; and, whenever a *factor* is required, *division* is the process by which it is obtained.

Now, the teacher may point to the word "surface" on the black-board, and ask of the class, this question—

To obtain *surface*, why is multiplication the process?—and the answer, Because a *product* is required, should be obtained from the class, else the teacher must give it and impress it upon them. The explanation is as follows:—

A length of 25 feet has a row of 25 square feet along the edge, and a width of 14 ft. has 14 such rows, or 14 times 25 square ft., which gives 350 square feet.

9. Next, take this example (or, one similar)—

Ex. *A floor 25 feet long contains 350 square feet of surface; how wide is the floor?*

Again, we write on the board—

$$\text{LENGTH} \times \text{BREADTH} = \text{SURFACE},$$

and ask the class *which two* of these three parts are to be found in this example; the answer, *length* and *surface*, being given, let there be written beneath the general formula the following:—

$$25 \times \text{WHAT} = 350?$$

or, to be exact,

$$25 \text{ SQ. FT.} \times \text{WHAT} = 350 \text{ SQ. FT.}$$

Then, continue the explanation, etc., as seen in Art. 7, to which this article is similar.

10. Next, take this example (or a similar one)—

Ex. *A floor 14 feet wide contains 350 sq. feet of surface; how wide is the floor?*

The explanation, etc., should be similar to that in Article 7. The work should appear as follows:—

$$\text{LENGTH} \times \text{BREADTH} = \text{SURFACE}.$$

$$\text{WHAT} \times 14 = 350,$$

$$\text{WHAT} = 350 \div 14,$$

$$\text{WHAT} = 25; \text{ hence, length} = 25 \text{ ft.}$$

11. When three (or more) factors occur in the question or statement, the process of finding any one of them will be the same as has already been given.

12. For example, in the statement—

$$4 \times 7 \times 5 = 140,$$

if the first factor, (4), is required we would have for the work (using ? instead of WHAT)—

$$? \times 7 \times 5 = 140,$$

$$? = 140 \div (7 \times 5),$$

$$? = 140 \div 35,$$

$$? = 7.$$

13. If the second factor (7) is required, we would have for the work—

$$? 4 \times ? \times 5 = 140,$$

$$? = 140 \div (4 \times 5),$$

$$? = 140 \div 20,$$

$$? = 7.$$

14. And, if the third factor (5) is required, we would have for the work—

$$4 \times 7 \times ? = 140,$$

$$? = 140 \div (4 \times 7),$$

$$? = 140 \div 28,$$

$$? = 5.$$

15. If the *product* is required, we would have—

$$4 \times 7 \times 5 = ?$$

$$4 \times 7 \times 5 = 140.$$

16. We see in the four preceding articles that, when the *factor* is required, *division* is the process; and, when the *product* is required, *multiplication* is the process.

17. Illustrative examples involving three factors will now be given.

Ex. *How many cubic yards of earth were removed in digging a cellar 18 ft. long, 13 ft. wide, and 8 ft. deep?*

First, show by black-board illustration or by small cubes that there will be a row of 18 cubic feet along the length; that in a width of 13 feet, there will be 13 such rows, or 13 times 18 cu. ft. (234 cu. ft.) in a *layer*; and, in a height (or depth) of 8 feet, there will be 8 such layers, or 8 times 234 cu. ft. (1872 cu. ft.) in the cellar.

In this way is developed the general practical formula—

LENGTH \times BREADTH \times DEPTH (or hight) = CUBIC CONTENTS (or solidity).

18. The dimensions being of the same denomination, their product will give the number of cubic measures of the same denomination, contained in the cellar.

19. Writing after each part of the formula that which denotes it in the example, we have—

$$\begin{aligned} 18 \times 13 \times 8 &= ?, \\ 18 \times 13 \times 8 &= 1872, \\ \text{Hence, } 1872 \text{ cu. ft.} \end{aligned}$$

20. The explanation may be as follows:—

A length of 18 feet has a row of 18 cubic feet along the edge; a breadth of 13 feet has 13 such rows, or 13 times 18 cubic feet, which is 234 cubic feet in a layer; and a depth of 8 feet has 8 such layers, or 8 times 234 cubic feet, which is 1872 cubic feet, in the cellar.

It takes 27 cubic feet to make one cubic yard; therefore, there are as many cubic yards in 1872 cu. ft., as the number of times 27 is contained in 1872, or $69\frac{1}{3}$ times; hence, $69\frac{1}{3}$ cu. yds.

21. Ex. *In digging a cellar 18 feet long and 13 feet wide, 1872 cubic feet of earth were removed; how deep was the cellar?*

LENGTH \times BREADTH \times DEPTH = CUBIC CONTENTS.

By the items in the example, and by Art. 18, we have—

$$18 \times 13 \times ? = 1872.$$

Here, we see that one of the factors is required; hence, the product of all three of them must be divided by the two given factors, and the quotient will be the required factor.

The work may be indicated thus:—

$$? = 1872 \div (18 \times 13),$$

which means that the number required equals the quotient obtained by dividing 1872 by the product of 18 by 13. The whole form of work may appear thus:—

L \times B \times D = CUBIC CONTENTS.

$$\begin{aligned} 18 \times 13 \times ? &= 1872, \\ ? &= 1872 \div (18 \times 13), \\ ? &= 1872 \div 234, \\ ? &= 8; \text{ hence, } D = 8 \text{ ft.} \end{aligned}$$

22. The different items of such an example must be of the same denomination before the actual work is begun.

23. *Ex. In digging a cellar 6 yards long and 8 ft. deep, $69\frac{1}{3}$ cubic yards of earth were removed; how many yds. wide is the cellar?*

FORM OF WORK.

$$6 \text{ yards} = 18 \text{ feet.}$$

$$69\frac{1}{3} \text{ cu. yds.} = 1872 \text{ cu. ft.}$$

$$L \times B \times D = \text{Cubic Contents.}$$

$$18 \times ? \times 8 = 1872,$$

$$? = 1872 \div (18 \times 8),$$

$$? = 1872 \div 144,$$

$$? = 13; \text{ hence, } B = 13 \text{ ft.} = 4\frac{1}{3} \text{ yd.}$$

24. *Ex. In digging a cellar $4\frac{1}{3}$ yd. wide and 8 ft. deep, 1872 cubic feet of earth were removed; how many yd. long is the cellar?*

FORM OF WORK.

$$4\frac{1}{3} \text{ yards} = 13 \text{ feet.}$$

$$L \times B \times D = \text{Cubic Contents.}$$

$$? \times 13 \times 8 = 1872,$$

$$? = 1872 \div (13 \times 8),$$

$$? = 1872 \div 104,$$

$$? = 18; \text{ hence, } L = 18 \text{ ft.} = 6 \text{ yd.}$$

(To be continued—next subject, “Interest.”)

A DAY IN COL. PARKER'S NORMAL SCHOOL.

S. S. PARR, PRIN. DE PAUW NORMAL SCHOOL.

THE writer recently enjoyed a day's visit to the Cook County (Illinois) Normal School, at Normal Park, a suburb of Chicago, of which Col. Francis W. Parker is principal. The pleasure of the visit was greatly enhanced by the courtesy and attention received from Col. Parker, who gave opportunity for one to see all that was going on, and kindly explained the meaning of the various processes of teaching and of management that was witnessed.

A young Mr. Kellogg, son of Mr. Amos Kellogg, of the New York *School Journal*, is Col. Parker's clerk. He very kindly aided in explaining and showing one around, and thus contributed to the pleasure and profit of the visit.

The first exercise seen was that of the opening exercises for the teachers' class, held in the hall of the school building. Col. Parker read a few paragraphs from the Sermon on the Mount. There was singing. Earnestness was the characteristic of the whole exercise. The music was good—a statement seldom possible of opening-exercise music. Every one entered into the spirit of what was done. After reading and singing, Col. Parker addressed a few words to the students on the subject of their purpose. The principal thought was that each one would find what she was looking for. If formal results, or immediate returns were looked for in their own and the children's minds, these things would be found. If growth, substantial development, on the other hand, were sought, it would be found.

Opening exercises over, visits were made to all the classes and rooms, for the sake of getting a general idea of the plan of the school and of the nature of the work. Interest and attention marked all the exercises. Teachers were at white heat. No listless pupils were noticed. Freedom of action presented itself as one of the marks of all the work. Col. Parker knows every chick and child about the premises, and was greeted with the smiles and the enthusiasm that belongs to the class of magnetic personalities of which he is one. Not only does he know each child's face and name, but its mental peculiarities, and as he passed around spoke to this one about a defect in pronunciation, which was being overcome, to another about some peculiarity of memory, etc.

The moral to all this is a fact entirely overlooked by many who have essayed to criticise favorably or unfavorably; viz., that Col. Parker is not merely a man with a theory, but one who has the closest kind of a mastery of details—a condition antecedent to all success.

One would of course fail to mention an important feature, if he did not say something of the "learning to do by doing" that has had so much said about it by all visitors and critics. An effort, more or less successful, is made to carry it out in all the work done. Thus in geometry, in the high-school, the pupils develop the theorems without the demonstrations usually given before-

hand, which really amount to the same thing as the key amounts to in algebra. In geography, clay and sand-modeling and the construction of relief maps furnish the doing when learning the features of surface. Other parts of the subject have their special modes of applying the idea. The primary schools use the principle wherever practicable. Shops which furnish certain kinds of mechanical work afford an opportunity for its use on the side of mechanical production.

Space and the want of acquaintance with names prevents notice of the classes and teachers seriatim. Suffice it to say that all are teachers of the highest skill. Col. Parker advocates and practices perfect freedom in the selection of teachers, with a view to securing the best. He also advocates, we believe, freedom on the part of the teacher in her work. She is given freedom and held for results. Although his teachers work under the limitations of practical freedom, they seem to be, as said before, working at white heat, a condition of effort that leads to an intense strain upon the energies. .

The pupils of the normal school proper recite in their scholastic work in the forenoon and engage in practice teaching in the afternoon. Col. Parker seems to have come nearer the true solution of practice-teaching for the pupils of the normal school than any one else with whom we are acquainted. His plan allows a larger amount of teaching than other plans, and at the same time removes many of the serious objections to pupil-teaching. Each training school is in charge of its regular teacher for all practice work. She is responsible for all that is done. The pupil-teachers are divided into groups of three or four or more, according to the number of groups of pupils in the practice-schools. Each practice-school is, we believe, divided into four practice-groups. This division would form groups of pupils of from seven to twelve children. A group of pupil-teachers is assigned to each group of children. One of these pupil-teachers is made the "head" for a day. She teaches the group of children. The other pupil-teachers of the group sit with the children and take part in the work as pupils, but they do not play children. They give aid to the "head" whenever it may be necessary.

Afterwards the work done comes up for discussion and criticism. All the groups take part in this under the direction of the methods-teacher.

We saw a class of pupil teachers in methods in primary number. The work was of the most practical character. Each member of the class brought a set of original, concrete problems designed for, say, third-grade pupils. These were examined and discussed one by one. The principles which should govern the construction of such problems were stated and applied. All problems not conforming to these principles were rejected. The problems were concrete. Each pupil was required to take objects and illustrate the special problem in hand. Thus, if the problem were, "Two boys start 12 miles apart to travel toward each other, one at the rate of a mile per hour, the other at the rate of two miles per hour; when will they meet?" the pupil-teachers illustrated it. They made the 12 miles out of inch-long sticks. Then they moved sticks along to represent the two boys, describing their positions every hour. Finally, they meet and the point of meeting is fixed and represented. One can see great value in such concrete work. The mind of the pupil must *do* it to get over the illustrative process.

Our "copy" admonishes us to close. We are free to say that we came away with a higher appreciation of Col. Parker's work than that with which we went. Much has been unjustly charged to him by over-enthusiastic and ill-judging friends—and foes. His work is that of a reformer who has the courage of his convictions. He is charged with lacking a philosophy of education. The lack is in his critics. They have set up some fictitious standard. The work as seen showed itself to be close, methodical and full of thought. We shall do well to remember that the totality of truth is not comprised in the beaten paths, and that he likewise has a place who believes in possibilities as well as actualities. The real point of question is this: Col. Parker is a genius and is thus a law unto himself; can common minds safely attempt his methods?

This short and incomplete etching of the visit would be more incomplete without a notice of the pleasant mid-day lunch at

Col. Parker's house and the meeting with Mrs. Parker and her daughter. Mrs. Parker is an enthusiastic teacher and believes thoroughly in the views and aims of her husband, working with him in his plans and, no doubt, contributing greatly to his success. The peep into this home was one to be enjoyed and appreciated. The library especially arrested the attention. It is probably the finest private collection of pedagogical works (mainly) on this continent. It embraces the leading works in English, French and German.

"OPEN SESAME."

R. G. BOONE.

IN Brooks's Mental Science, page 80, occurs the expression, "The voice is the 'open sesame' of the soul." The thoughtful, kindly modulation of the voice is a sure and always available means of securing the attention of pupils.

"Sesame and Lilies" is the title of a book by John Ruskin, touching Reading and other agents of general culture. The only reference to "sesame," however, is at the end of Chapter I, where he speaks of "that old enchanted Arabian grain, the sesame, which opens doors."

Webster's Unabridged Dictionary defines "sesame" to be an "annual herbaceous plant of the genus *sessamum*, the seeds of which are sometimes used for food, and furnish, besides, a valuable oil."

More than this, he who has failed to read the Arabian Night's Entertainments, will not likely find in the average library. In the Reading Circle Outlines for November 1884, explanation was asked of the reference to "Open Sesame" by Brooks, which has been quoted above. So many queries have been received concerning the expression, it seemed that the interpretation might be given in a more general way to some profit.

From the Arabian Nights, in the "Story of Ali Baba and the Forty Thieves," it appears that sesame, the name, as has been said, of an Arabian grain, was a talismanic term used by a body of banditti as their place of rendezvous in the forest, and when

they were discovered by Ali Baba. At the word of their Captain, "Open, Sesame," a door in an adjoining rock swung aside and the gang passed in. At a like command, "Shut, Sesame," the door closed.

Ali Baba thought to use their pass-word and explore their retreat. He was successful, and carried away as many bags of gold as his three asses could bear. Cassim, his brother, informed of the treasure and the means of access, also betook himself to the cave. His ready entrance was as that of all the others, by "Open, Sesame." Having closed the door and filled his bags, he turns to leave. But "when he wished to open the cavern, his thoughts were so full of the great riches he should possess, he could not recollect the necessary word." He tried, "Open, Barley," and "Open, Wheat," but the door continued shut. "Open, Sesame," alone, procured admittance. It gave access to the treasure, the secrets, the fraternity, within. It was the one sure means without which one's desires were beyond control or satisfaction.

It will be noticed that what was once a rule of command, "open," has now in the expression come to be used as an adjective. The thought however remains. "Open Sesame" is a magical, easy means of access to secret, hidden avenues; and hence for the teacher, to the soul of the child, his disposition, his interests.

For the Arabian Banditti there was but one such resource; for the teacher, there are many. The voice is one. Ruskin's "Open Sesame" to culture included Libraries, Art-galleries, and Museums, etc.

The meaning is alike in all. Sesame is more than plant. Its symbolism makes it golden.

PRIMARY READING.—Methods are of little value without a knowledge of principles underlying them. The powers of the mind are developed and trained by activity. Primary conceptions and ideas are best taught objectively, giving first the idea and then the words. Words must be taught as a whole—first as sounds, and then as forms; words should then be combined into groups and sentences. After pupils are able to read short sentences the analysis of words into sounds should follow, and then the names of the letters.—*E. E. White.*

GOOD WORDS FOR INDIANA.

JOHN W. HOLCOMBE.

[Introduction to a paper on The County Superintendency, read by the State Superintendent at the meeting of the National Educational Association, Saratoga, June, 1885.]

MR. PRESIDENT:—I was appointed to present to this Department a paper on The County Superintendency, with the remark that several States which do not possess that institution feel deeply the need of something of the kind, and wish to learn how it works in a State in which it is highly developed. I am therefore required to speak much of my own State and how we do things there. So I wish to make my apology at the outset, and to declare here and now that, in illustrating this subject with facts and conditions with which I am most familiar, I do so with no desire to hold Indiana up as a model to her sisters, and I beg that she may not incur, through me, any of the odium of the model child of the family.

I shall of necessity claim by inference some excellence for our schools, our educational system, and perhaps some other of our institutions; but believe me, sir, this is done in all modesty,—though with considerable confidence, since I find among the members of this Association and generally among my acquaintances in the East and in the State of Ohio a readiness to believe that the wild Indian and the buffalo have retired from our borders, the vast marshes have been mostly converted into corn-land and meadow, the primeval forest opened to the light of day, even pallid Ague put under the ban, and the inhabitants, adapting themselves to their improved conditions, are possessed of intelligence and civility,—to realize, in fact, that, no longer, if she ever was, the State of “The Hoosier Schoolmaster,” Indiana now is two millions of enlightened and humane people, dwelling in cities, towns and farm-houses, thick-set throughout a noble domain of field and forest and river, of hill and dale, unsurpassed in fertility, hardly equalled in variety of resources, with church-spires seldom out of sight, and a school-house (not on every hill-top, for that would mean few, but) to every three and a third square miles of territory, and a teacher to every fifty-four persons of school age,—so favorable a soil, indeed, for the growth of common schools that a system of public education has there been elaborated worthy of the pride with which it is regarded at home and the attention it has attracted abroad.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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The real subject in education is the individual mind of each child, with its acquired habits and inherited tendencies. An evident proposition, then, is: If real teaching is done, each mind, with its peculiar habits and inherited tendencies, must be understood by the teacher; with its double corollary:—

(1) The number of pupils under the charge of a primary teacher should range between twenty and thirty. (2) The pupils should remain under the charge of a given teacher more than ten months.

The second proposition is: Mind being an organism, the heart (sensibilities) is no less an avenue to the intellect, than is the intellect to the heart and will; with its corollary:—

Suspicion and severity can never enable the teacher to obtain a standing place in the child-mind.

The third proposition is: Two rival powers compose the mind—the *carrying power*—memory (the servant) and the *thinking power* (the master); with its double corollary:—

(1) The aim of education is to make the mind strong and skilled as a thinking power, and not to make it full as a carrying power. (2) The most practical education is that which sends the child into the business world with power to observe closely and to think (reflect) accurately upon what he observes.

GEOGRAPHY.

1. *An Examination Question.*—State your thought as to the aim of geography, and as to the conditions and nature of the work for the first three years of school.

2. *An Answer.*—When the child at the age of six years enters school he has in his possession a great many ideas concerning the every-day world about him which may be made the basis of education by means of geography.

He has come into possession of these facts largely through observation, partially by questioning his elders and partially by inference. His knowledge concerning any one fact is meagre, probably, and sometimes erroneous, yet it will serve as a foundation on which to build.

These ideas have been gained so easily and gradually that the child does not realize that he has them, neither has he any particular interest in many things concerning which he has ideas because of their familiar aspect.

The first step in the geography work, then, is to acquaint the child with the fact that he knows something of these things about him, and the second is to interest him in his surroundings, using the ideas in his possession as an instrument.

In this way the new knowledge will seem to be what it should be, the *expansion* or *development* of the old.

The purpose of the course in geography is primarily to awaken

and train the faculties of the mind—the imagination especially ; and to broaden the child's nature. The secondary purpose is to give geographical knowledge. While this knowledge is important, it should be regarded mainly as a means rather than as an end.

In the presentation of the subject the fundamental ideas to be considered are : first, *place as it is*: i. e., as modified by man and at present existing ; second, the fact that *the earth is an organism having life through contrast* ; e. g., were there no land life at least in its present advancement could not exist, and *vice versa*. Again the eastern and western shores of North America, having different climates is the cause of the interchange of commodities (the commercial life) between these sections.

With the assumption that the foregoing thoughts are true, the usual method of teaching geography, upon examination presents among others the following defects :—

1. The child's knowledge is not made use of.
2. Geography is made a memory-training study, rather than an imagination-training one.
3. The map is made unduly prominent by commencing its use too soon.
4. Narrowness and conceit are fostered by studying the home region to too great an extent before studying the earth as a whole.
5. The use of the globe is neglected.
6. An unnatural order is followed by presenting arbitrary before natural divisions.

During the *first year* the elements of description—place, form, size, color, distance and direction—are taught, using familiar means of communication, that is *language* and *pictures*.

The purpose of the *second year's* work is to attach interest to place by the means of the study of animals, plants and men, using still the familiar means of communication.

In the *third year's* work the earth as a whole is considered. It is intended at this time to lead the pupil to gain a general conception of each of the thirteen or more geographical elements, lake, peninsula, river, etc., by means of a study of several examples of each, in various regions of the earth, first through observation,

then by means of the "journey element," description, pictures and modeling, but not map or text.

These elements are to be thought of as realities having definite locations in the panorama which is being gradually unfolded to the child's view, and not as certain points on a map, described by the definitions of some text-book. A STUDENT.

NUMBER WORK IN THE LAST SEVEN MONTHS OF THE FIRST SCHOOL YEAR.

DURING the first three months of the first school year number is to be taught only incidentally in connection with form; but now the number work becomes regular and systematic, and number is taught concretely by means of objects present to the senses,—one aim being to give a clear conception of the numbers from 1 to 10 inclusive. This is not the main aim but may, in fact, be viewed as a means of attaining the true aim, which is to deal with the numbers in such a manner as to give the highest mental training. The guiding question in teaching any number should be—*How can I best employ this number so that it shall give the highest mental development?*

A number may be considered in three ways: As a whole, in its relations, and in its applications.

Take for example the number *three*. In teaching three as a whole it would be shown that it is composed of two—the number next lower and one more—also that it is composed of three units or ones of the same kind, and that this combination is called *three*.

Much valuable training may be given in connection with this part of the work. One way is to teach three as a whole and train the perceptive faculties:—

a. Through the eye, by having the child point out things in the room that he sees in threes; as, three doors, three desks, three pictures, etc.

b. Through the ear, by having him observe (as has often been suggested by others), three taps of the bell, three ticks of the watch, three taps of a pencil, etc.

c. It may also be taught as a whole so as to train the memory and imagination, by having the child name all the objects outside of the room that he remembers seeing in threes. He will name such things as three rows of trees, three rocking chairs, three stands, etc.

d. The number three may be taught as a whole and exercise given to the sense of touch, by having the children with closed eyes take out from objects previously grouped, all those grouped in threes.

e. Still another device, which has often been suggested, is to teach three as a whole and train the power of action or motion, by having the child clap his hands three times, walk across the room three times, give the long sound of "a" three times, arrange sticks in groups of threes, etc.

f. Lastly, three may be taught as a whole by considering its idea as found in such words as triangle, trio, triplet, etc.

In considering the number in its relations—first, *three* would be taught by showing all its relations in so far as they are involved in what are called the four processes—addition, subtraction, multiplication and division—that is, it would be shown that $1+1+1=3$; $1+2=3$; $2+1=3$; $3-1=2$; $3-2=1$; $3-3=0$; $1\times 3=3$; $3\times 1=3$; $3\div 1=3$; $3\div 3=1$. These are all taught with concrete objects presented to the senses. After this work, three would be shown in its relations, in so far as they are involved in the process called by some partition. These are also shown with the concrete objects. Take for instance three cubes of equal size. Show them put together as a whole; then separate them and show that the parts are equal, and that one of the equal parts is called $\frac{1}{3}$ —thus giving the oral term. Then show the relations, $\frac{1}{3}$ of 3, $+\frac{1}{3}$ of 3, $+\frac{1}{3}$ of 3 $=3$; $\frac{1}{3}$ of 3 $=1$; $\frac{2}{3}$ of 3 $=2$; $\frac{3}{3}$ of 3 $=3$; $\frac{1}{3}$ of 3 $+\frac{1}{3}$ of 3 $=\frac{2}{3}$ of 3. 3 is composed of three $\frac{1}{3}$ ds. In 3 there are three, one $\frac{1}{3}$ ds, etc.

After dealing with them in this way, it would be well to take some one object, such as an apple and divide it into three equal parts and show these relations as they were shown with the three cubes. The children gained enough power in dealing with the three cubes, to answer readily, some such questions as the following: Into how many parts have I separated this apple?

What can you tell me about these parts? What is one of the parts called? Two of the parts? Three of the parts? In one, there are how many $\frac{1}{3}$ ds? By similar questions they are led to give all the relations; $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$; $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$; $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$; $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$; $\frac{1}{3}$ of $1 = \frac{1}{3}$; $\frac{2}{3}$ of $1 = \frac{2}{3}$; $\frac{3}{3}$ of $1 = 1$, etc.

In the stages of the growth of education, there have existed three ways of considering the relations in number:—

1. It was thought necessary to use figures or symbols only, to show the relations.

2. Figures and symbols were still used, but concrete objects were brought in to explain the figures.

3. Figures were used but little, and concrete objects used to illustrate a pre-conceived oral statement—which the teacher has in mind.

By her questions and work, she leads the children to make the statement as she wishes.

The fourth and last way is to give the objects to the children, and allow them to see what they can, and express what they see in their own language and way.

In dealing with the application of three:—

1. It is considered in all its relations, in so far as they are involved in the units of measure. For instance: 3 feet make a yard. In 1 yd. there are 3 ft.; $1 \text{ ft.} + 1 \text{ ft.} + 1 \text{ ft.} = 1 \text{ yd.}$; $2 \text{ ft.} + 1 \text{ ft.} = 3 \text{ ft.}$ or 1 yd., etc.

3 mi. = a league, with relations; 3 ft. = a pace, with relations. The 3 cent coin is composed of 2 ct. + 1 ct., etc.

These objects may be used in language lessons. Take the coin. In dealing with it as a language lesson, the children are made to describe the coin and compare it with the 2 ct. piece.

The printed terms for these objects are to be taught in the reading lessons. Thus it is evident that number, reading and language work, are dependent on each other, and that each assists the other.

2. The number 3 is applied in its relations to miscellaneous objects. That is, the child is led to give problems, showing these relations; as, If Henry has 2 apples and his playmate has 1, how many have both? etc.

Elkhart.

MARY L. HAMLIN.

CHANGE IN EDUCATION.

THE life of individuals, as of humanity, is not a chance succession of yesterday, to-day and to-morrow; it is no blind game that deals out to generations their lot; it is a connected whole which is ruled by eternal laws of development even as the microscopic world of the drop of water and the countless solar systems of the universe are ruled. Human society is an organism, and its single parts can not be affected in isolation. What affects one member of the organism, reacts on every other, and therefore on the whole. Great political revolutions, the remodelling of states, social reforms, as well as important discoveries or inventions, the announcement of new truths, deeper insight,—all produce not only changes within circumscribed limits, but necessitate changes, perhaps improvements, progress in *all* realms of life.

How can education remain unaffected? Has it not to prepare the coming generation for these altered, improved conditions? It is evident that it must be progressive too, and the responsibility rests upon it to so train up the young that the activity of each individual of future society may be felt as a blessing and not as a curse. In order suitably to educate the young for a future sphere of usefulness, education must not look at a present order of things merely, but must also consider what higher conditions of society these children may be required to meet, when they reach maturity, and for which they need training. Education should not therefore remain stationary, but should be reformed according to the demands of the times. The old landmarks are removed not only in politics, but in science, religion, art and industry; the limits are extended, the conditions for taking an active part, are heightened; and for every individual, in whatever department of human exertion he may choose his life work, the requirements are greater and the number of duties increased.—*From "The Child"*—by M. R. KIEGE.

It is very unsafe to give a teacher credit for ability to *do* in proportion to what he *knows*. Abstract knowledge does not measure the value of services in any other occupation.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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WHEN BEGIN TECHNICAL GRAMMAR?

THE time to begin technical grammar depends on the nature of the subject and on the development of the mind. Grammar is a reflective study, that is, one that employs generalization and reasoning more than other faculties. It should therefore be postponed until these faculties have become active in the child. Grammar is a science, and as such requires maturity of mind for its study. Children can not master science in its technical form. They have neither that grasp of reasoning power nor that control of the faculty of attention necessary to its mastery.

The old division of the subject is not now regarded as correct. The parts, according to that division, were: Orthography, Etymology, Syntax, and Prosody. Only one of these—Syntax—is a part of the subject properly limited. Orthography is begun on entrance to school. Etymology should begin with the use of the dictionary and be quite disconnected from Grammar, except when applied to it. Prosody is a division of Rhetoric, and as such may be left to that subject. Syntax is the only one of the four subjects of the old grammar that properly belongs to its subject-matter. The dropping out of Orthography, Etymology, and Prosody has done much to reduce the subject to a scientific basis. Other important steps will follow. Among these may be named, the widening of the subject to include comparative grammar. The subject, as at present constituted, is comprised almost solely of descriptive grammar. This is the easiest element, because it can be memorized. It contains the results of the more simple and easy generalizations of descriptive grammar. But such writers as Morris, Whitney and Kellogg are putting a large comparative element into their books.

The comparative element will require the work to be put later in the course, when the mind is more mature and the power of generalization and reasoning more fully developed.

Children can not profitably study grammar until they are capable of observing words and ideas with ease, comparing and contrasting them, generalizing series of particulars and of tracing the explanation of the various classes and forms. Before this stage, they can do nothing beyond memorizing classes, forms, and explanations already made for them. This is a waste of time. The memorizing of such descriptions as, "‘John’—a noun, third person, singular number and nominative case," is of no value commensurate with the time and effort spent upon it. Such "study" is all that is possible for the child before it has reached the reflective stage of its development.

Grammar, then, properly belongs to the last years of the graded school or to the high-school. The pupil should be in school seven years (entering at six years) before beginning the study, and if later, better yet. But the standard of years is a fictitious one. The real standard is one of development and not of time.

A DISTINCTION.

At the Richmond meeting of superintendents, November 6th and 7th, various topics of interest were considered, among which were Teachers' Meetings, Teaching of Reading, Percents and Gradings, Superintendents' Duties and the General Management of Systems of Schools.

We desire to say a word on the question of teachers' reading. One superintendent was somewhat disturbed because his teachers persisted in doing their reading-circle work exhaustively. He thought they spent too much time upon a part of the work to the exclusion of the rest. They, for instance, insisted on working out their general history with great thoroughness, doing a large amount of collateral reading and examining related topics with care.

The difficulty with our superintendent was that he failed to make a very important distinction, viz., that between school-education as an instrument by the use of which the person may, by his own efforts, achieve culture, and culture itself. Culture, as Supt. Hailman, of La Porte, rightly remarked, is a matter

personal to each one of us, and may be achieved only by each one's self-directive and self-originating effort. School-education, on the other hand, is such an amount of training under direction of another mind as will free the pupil from the need of direction. When thus free, each one is to be left to his own plans and purposes, to achieve culture for himself as his freedom of rational thought may direct. This distinction is the dividing line between teacher and pupil. The teacher ought to be able to use school-education as an instrument, both in himself and in others. As a matter of fact many teachers have not reached this condition, but this has nothing to do with the question at issue. That many who fill the teachers' chair are mere pupils arises out of the stage of development and out of the material limitations of the art of teaching.

We must dissent from Supt. Klemm's judgment that teachers should not become pupils again, and that each adult is by nature a specialist. These things will depend on whether or not the individual is capable of using his school-education as an instrument for achieving personal culture. Those teachers whose superintendent was disturbed because they sought culture in their own way had a right, nay a duty, to do this if they had reached the ability we have described. The clear appreciation (practically, not merely theoretically) of this distinction is a powerful aid to successful teaching.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

TO AND AROUND THE SUBJECT.

IN presenting a new subject, it is necessary to consider what the pupils already know that they may use to help them understand the new. Pupils who are ready to study Decimals, understaud Integers and, usually, Common Fractions. On the supposition that they understand both these subjects, what should be the order of procedure in teaching Decimals?

The teacher writes $\frac{1}{10}$ on the black-board and has each pupil write it on his slate. Now, the easiest and quickest thing to do, is to write .1 and *tell* the pupils that this is another way of writing one-tenth : but is it the best for the pupil ? If the only object is to teach Decimals, possibly, we may say, "Yes." But all are agreed that there is still another object in view ; viz., the strengthening and developing the *thinking* power of the mind. If we simply *tell* them this fact as unrelated, we appeal to arbitrary memory only. The thinking power is not aroused at all.

But if we call up what they know of Integers and cause them to use it, they are led *to think*. The teacher writes 111 on the board and recalls the fact that the one in unit's place expresses only $\frac{1}{10}$ of what the one in hundredth's place does ; and further that a period is understood to follow unit's place. They are then ready to *discover* another way of expressing $\frac{1}{10}$. The teacher may now *ask* if they can think of another way of expressing $\frac{1}{10}$. Some will discover it for themselves. Others will not, but even *they* will be stimulated *to think out* things for themselves.

A great deal of time is worse than wasted by talking all *around* a subject instead of talking *to* it. Teacher asks, "How many of you can think of some other way of expressing one-tenth ?" The pupils begin to pump their arms up and down, and snap their fingers, and jump out of their seats. The teacher says, "Y-e-s (with a long upward slide) "Mary." The answer comes. Mary says, "With a led-pencil." Nobody knows what she means. The teacher expressed it with chalk, and probably many may have heard of "The chalk talking," so her answer is not quite as wild as it at first seemed. The teacher says, "No, that is not what I was thinking about." Then follow a number of guesses ; each enthusiastic little guesser hoping that he will guess what she is thinking about. Finally when the vocabulary of guesses is about exhausted, some little fellow guesses what the teacher was thinking of. They then all fasten on to this lucky guess and it is *drilled* into them. They have gained nothing except the fact that one-tenth may be expressed in two ways. They have not even improved in their ability to guess what the teacher is thinking about. Talk *to* the subject, and not *around* it.

“STUDY YOUR LESSON.”

I.

“Nothing is lost: the drop of dew
That trembles on the leaf or flower
Is but exhaled, to fall anew
In summer’s thunder-shower;
Perchance to shine within the bow
That fronts the sun at fall of day,
Perchance to sparkle in the flow
Of fountains far away.”

II.

“So with our deeds,—for good or ill
They have their power, scarce understood;
Then let us use our better will
To make them rife with good.
Like circles on a lake they go,
Ring beyond ring, and never stay.
O that our deeds were fashioned so
That they might bless alway!”

QUITE frequently pupils who are from 10 to 14 years of age are *told* to study the reading lesson with no further instruction or suggestion given. The lesson is assigned about as follows, after reading until there is only one minute of the time allowed for reading left: “Take next lesson; study.” This is all good enough, if the pupils know how to study it—know what to look for. But one says, “I tell them to look for everything they do not understand.” The trouble is they do not know *what* they do not understand.

If some suggestive questions like the following, which were made on the above stanzas, could be given, much more might be accomplished during the study hour:

1. What is meant by exhaled?
2. How is water exhaled?
3. Describe the process it must pass through before it can fall in a thunder-shower.
4. How can it shine within the bow? What bow is meant?
5. Why must it *front* the sun?
6. What does the poet mean by *fall of day*?
7. How may this drop sparkle in fountains far away?

8. To what are our deeds compared?
9. In what way are they alike?
10. What is meant by circles on a lake?

Such questioning put on the board *before* time to study, will give the pupil something to think about. Besides, they will help to form a habit of study that will be worth more than all the oral reading we can ever give him.

N E V E R .

“NEVER tell a pupil what he can discover for himself.”

Never is a long time. I do not like any of these never-rules. The only one that should be followed is this: Never make a never-rule. No one hesitates to tell a child the fire will burn, yet the child could discover this for himself. I see my neighbor's house on fire. I don't hesitate to tell him about it, although I am certain he will discover it for himself.

“These are extreme cases,” you say. Yes, extreme cases are always getting in our way. They come up in school and out. They must be dealt with in school as well as out of school. Here is a boy at the board trying to solve a long and difficult problem. At the very outset he has said, “Once one is two.” Don't tell him of it. He will discover it for himself after awhile. Yes, but much valuable time will have been wasted, before he discovers it. Why not call his attention to the fact that he has made a slight mistake in the beginning, instead of letting him go entirely through a long process first. Let him look for it himself *then*, and he will gain all that he would by going entirely through the work before looking for it.

EDITORIAL.

THE INDIANA SCHOOL JOURNAL—VOL. XXXI.

THE JOURNAL, with this issue, enters upon its *thirty first* volume. It starts out with high hopes and a laudable ambition to maintain its place in the front ranks of educational papers. It now has a *bona fide* circulation of SIX THOUSAND—a circulation never before reached, and one surpassed by but *few* other educational journals in the United States. The fact that this success has been achieved in the face of unprecedented competition, is strong proof that the JOURNAL is what the teachers want.

In the future, as in the past, every reasonable effort will be put forth to supply its pages with the best thoughts of the best thinkers and workers in the profession.

Three Indiana educational papers—The Educational World, of Logansport, The American, of Valparaiso, and the Educational Weekly, of Indianapolis—having failed within the last year, the JOURNAL will in the future have pretty nearly a clear field. This field it will try to cultivate so faithfully and so worthily that every one will commend it. It returns hearty thanks for the many words of cheer and confidence received from every hand, and it will strive to continue to be worthy of such confidence and such generous support.

The JOURNAL wishes a happy New Year to all its readers, and it will do all in its power to make each and every one of them realize this wish.

“STOP MY JOURNAL WHEN THE TIME IS OUT.”

Several times we have said that teachers need not notify us to stop their Journal when their time is out, because that is done any way. This is done not because of want of confidence in teachers, but for three good reasons, viz :

1. When a teacher subscribes for a paper for one year, and pays for it, the contract ends with the year, and an editor has no right to *presume* that the subscriber wishes to renew the arrangement. Suppose a tailor should sell a customer a coat for winter, and the next fall, seeing that the coat was worn out, should *presume* that the man wanted another coat, and send it around, and a little later send the bill demanding payment, how would the man like it?

What argument is there that will justify the editor in his presumption that will not justify the tailor in his?

2. An experience of fourteen years justifies the conclusion that the Journal's course is founded on the best business principles.

3. The great masses of teachers prefer that a paper shall stop at the end of the time for which they subscribe, unless they specify to the contrary.

The Journal believes that the law allowing publishers to send their papers *beyond the time subscribed for*, and then forcing collection, to be unjust, and has never, in a single instance, taken advantage of it.

Of course teachers are urged to renew their subscriptions, and it is expected that they generally will do so, but they are not forced to do so.

Furthermore, if a teacher desires to renew, and not break the file of his Journal, and does not happen to have the money at hand, he can simply write a postal saying, "please continue, and I will send the price later," and the request is granted. It is no more trouble to write and say "continue my paper," than it is to say "stop my paper."

THE NATIONAL EDUCATIONAL ASSOCIATION.

As announced last month, the National Association will hold its next annual session at Topeka, Kansas, July 13, 14, 15 and 16, 1886.

Denver made a strong effort to get the association this time, and tied Topeka on a vote at ~~the~~ last summer. The final settlement of the place of meeting was left to the counsellors, and Superintendent Gove, of Denver, insists that one-half of these had promised to vote for Denver, and that the President promised that the matter should not be decided till Denver was heard from as to what it would do. It seems that in some way the matter was ~~put~~ into the hands of a sub-committee, which decided the matter ~~in favor~~ of Topeka without waiting to hear from Denver. Superintendent Gove is very much incensed at his treatment, and is making a vigorous protest through his paper.

There is evidently some misunderstanding. Denver made a most generous offer, and it would be a delight to visit "the city at the foot of the mountains," and its distance from the populous parts of the country is the only argument that can be urged against it.

Topeka offers every facility for a large and interesting meeting. Boarding at from \$1.00 to \$2.00 per day, and low restaurant rates have already been guaranteed.

President N. A. Calkins is hard at work on the program, and there is no reason why the next meeting should not be one of the largest and one of the best yet held. Let Denver heartily join in the work, and it will stand a good chance for the next meeting.

Now is the time to subscribe for the Journal, and begin with the volume. Can you not raise a club? For a club of *five*, and \$6.25, we will send any one one of the following excellent books:

FOR A CLUB OF FIVE, I will give either of the following: The Koran (Mohammedan) Bible; Don Quixote; Arabian Nights; Robinson

Crusoe; Swiss Family Robinson; The Complete Poetical Works of either Milton, Byron, Burns, Dante, or Mrs. Hemans; Johnson's Lives of Great Poets; Boswell and Johnson—their Companions and Contemporaries; Jane Eyre; John Halifax, Gentleman; Ivanhoe; Baron Munchausen and Gulliver's Novels, in one volume; Bacon's Complete Essays; Building a Home; How to Furnish a Home; Home Amusements.

A WORTHY ENTERPRISE.

Two Indianapolis teachers—Miss Mary E. Nicholson, principal of the Indianapolis training school, and Miss Charity Dye, teacher in the high school—some time ago conceived the idea of providing a course of lectures for boys and girls who ought to be interested in historical reading. They have perfected their plan, and several of the lectures have been given to crowded houses. The subjects discussed are such as "George Washington," "The Early Days of Indiana," "History of Vincennes," "Tecumseh," "Daniel Boone," &c., &c.

Tickets have been sold to adults at a nominal price, merely to cover expenses. In this way the young people are furnished a course of lectures that are instructive and entertaining, and beyond this that will stimulate them to read in profitable lines. What these ladies have done in Indianapolis, can be done in a hundred other places in Indiana, if only there is a will and a directing power.

AN ATTACK ON THE STATE EDUCATIONAL INSTITUTIONS OF HIGHER LEARNING.

✓ (The *Central Normal News*, of Danville, in its last issue contains an article from the pen of Hon. L. M. Campbell, of Danville, making a vigorous attack on the State Colleges.) This the Journal is sorry to see. There is work enough in the way of educating the people to employ every facility, and it is suicidal for our schools to fight among themselves.

A state is not great because of its broad fertile acres and the number of hogs it can produce, but because of the virtue and intelligence of its citizens. It is the duty of the state to educate its future citizens, and the more general and the more thorough this education the better—the higher education is just as essential as the lower. The success of an army depends as much upon its leaders as it does upon the rank and file.

To cut off all higher education would be to turn back the wheels of progress fifty years. "Knowledge is power," and other things being equal the more education a person has the more influence can he exert—and the more well educated people there are in any community the better it is for that community.

Then admitting the great importance of this higher education, and but few will deny it, the simple question is, shall the state encourage it and do something toward securing it, or shall she ignore it and trust it to chance and charity? In other words, shall the state entrust entirely to other hands something upon which its very existence depends?

(The Hon. author of the above named article casts a slur upon the State Colleges because they are not self-sustaining and because their friends beg support of the Legislature. Does the gentleman not know that there is not a college or university in the State or in the United States or in the world, which is worthy the name, that is self-supporting—they are all endowed either by individual charity or supported by the state. This statement does not apply to schools doing chiefly common school and academic work. Whatever disgrace there is in “lobbying” the Legislature for support of the State Colleges lies in the fact that Mr. Campbell and men of his way of thinking make such work necessary. All necessary support should be voted without the asking.)

The state schools are doing a good work and the state should set a worthy example by giving them a liberal support—and thus stimulate denominational and private schools and colleges to the highest endeavor. These independent schools are doing a great work in this state—a work that the state can not do, and they should receive every possible encouragement.

The friends of private schools only injure themselves when they make war on the state schools, and in addition they injure the cause of general education. There is room for all and there is work for all, and all working together can not give greater educational facilities than the highest and best interests of the people demand.

GEMS OF THOUGHT.

“When e’er a noble deed is wrought,
When e’er is spoken a noble thought,
Our hearts, in glad surprise,
To higher levels rise.

Honor to those whose words or deeds
Thus help us in our daily needs,
And by their overflow

Raise us from what is low! ”

—*Longfellow.*

Modesty is not only an ornament, but a guard to virtue.—*Addison.*

To know how to wait is the great secret of success.—*De Maistre.*

It is easy to condemn; it is better to pity.—*Abbot.*

He overcomes a stout enemy that overcomes his own anger.—*Chilo.*

Think wrongly if you please, but in all cases think for yourself.—*Lessing.*

Let all thy converse be sincere,

Thy conscience as the noon-day clear.—*George Eliot.*

From the lowest depth there is a path to the loftiest height.—*Carlyle.*

QUESTIONS AND ANSWERS.

[Questions for November are omitted.]

ANSWERS TO BOARD QUESTIONS PUBLISHED IN DEC.

ARITHMETIC.—1. $\sqrt{(225+145)^2}=140$ ft., Ans.

2. 52 men : 45 men.

45 feet : 60 feet.

10 feet : 8 feet. : : 355 feet : $546\frac{2}{3}$ ft., Ans. (?)

15 da. : 25 da.

3. Antecedents of a proportion are the first terms of each ratio.
Consequents are 45 men, 60 feet, 8 feet, 25 da., and $546\frac{2}{3}$ ft.

4. \$18000=Capital. $\frac{1}{3}$ =D's; $\frac{2}{3}$ =G's.

$\frac{1}{3}$ of gain, or \$5400,=\$1800, L's share.

\$5400—\$1800=\$3600, the net profit.

$\frac{1}{3}$ of \$3600=\$1200, D's.

$\frac{2}{3}$ of \$3600=\$2400, G's, Ans.

5. $\sqrt[3]{45,228,544}=364$, Ans.

6. 5% of \$5000 for $\frac{7}{10}$ yr.=\$43.75, discount for 63 days.

\$5000—\$43.75=\$4956.25, net proceeds of draft.

$1\frac{1}{2}\%$ of \$5000=\$75, premium.

\$4956.25+\$75=\$5031.25, the cost of draft, Ans.

7. $\frac{\$3457.84}{\$1 + (7\frac{1}{2}\% \text{ of } \$1 \text{ for } \frac{1}{12} \text{ yr.})} = \$3306.301 + \text{present worth}$

$\$3457.84 - \$3306.301 + = \$151.538 + \text{true discount, Ans.}$

8. $\begin{array}{r} \$30.24 \\ .08 \\ \hline \end{array}$

$\begin{array}{r} \$2.4192 \\ 2 \\ \hline \end{array}$

$\begin{array}{l|l} 8 \text{ mo.} = \frac{1}{3} & \$4.8384 \\ & 1.6128 \\ & .1008 \\ \hline \end{array}$

$\begin{array}{l|l} 15 \text{ da.} = \frac{1}{8} & \$6.5520, \text{ interest, Ans.} \\ \hline \end{array}$

9. $\frac{3}{4} = 1200$.

$\frac{1}{3} = 300$.

$\frac{1}{3} = 3 \times 300 = 900$, Ans.

10. $3\frac{1}{2}$ da. + $14\frac{1}{2}$ da. = 18 da.

One got $\frac{2}{3}$ of \$53, \$10 $\frac{1}{3}$; the other got $\frac{1}{3}$ of \$53, or \$42 $\frac{2}{3}$, Ans.

PHYSIOLOGY.—1. The muscles are the motor tissues of the body. Each muscle is composed of bundles of fibers. These bundles are covered by a sheath of connective tissue, which also sends off partitions from its under surface to envelope each bundle, or *fasciculus*. Each apparent fiber in the fasciculus is itself a bundle of very fine threads, which are also separated and at the same time bound together by delicate connective tissue.

Outside the sarcolemma, or sheath enclosing the primary threads, lie the blood-vessels, scattered in among the smaller fasciculi. Passing in among these and through the sarcolemma into the muscle substance itself are the nerves of motion.

Involuntary or unstriped muscle-threads are composed of elongated, flattened cells, tapering at either end and in some way cemented together. Voluntary or striped muscle-threads are also made up of cells, these including, like the involuntary, nuclei surrounded by protoplasm, and also an irritable and contractile substance which gives them their power of motion under stimulation. The property of contractility in the cells enables them, by enlarging their diameter to diminish their length, and thus the length of the muscle which they compose.

The muscles are the active organs of motion, the bones the passive organs of motion. The joints of the skeleton, by allowing the ends of a muscle, through its tendons, to be attached to different bones, give to the body its powers of action and locomotion. Each motion of a muscle is attended by a waste of tissue. This, however, is readily supplied by new material from the blood when the body is properly exercised. Violent and exhaustive exercise, and lack of exercise, have the same tendency—to produce weak and flabby and pale muscles. Moderate exercise, in pure air, in sunshine, and under such surroundings as furnish a pleasant mental stimulus, is decidedly beneficial.

The amount of exercise which should be taken is to be regulated by the common sense and the general physical condition of the individual. The muscles require rest after labor. This nature has wisely arranged for in the automatic or involuntary muscles. The heart rests over one-third of the twenty-four hours by means of the alternate beats of auricles and ventricles, as well as by its slower pulsations when the body is in a recumbent position. Alcoholic stimulus abnormally increases the rapidity of the beats, especially if taken at night, and this tends to shorten life.

READING.—1. Monotone is the utterance of the successive words of a paragraph in one unbroken key. It may be employed in passages of sublime description, of solemn denunciation, or of deep reverence. It usually requires a low tone and a slow rate.

2. A cadence is a wave of the voice ending with a downward tone, at the close of the sentence. It differs from the falling inflection in that the latter is a gradual sliding of the voice to the close of the expression.

3. It is difficult to define "expression": it is something that can be felt, or its absence detected, by a keen sensibility, but the precise elements of which it is hard to state. Correct expression of the voice, however, may be said to embrace all those elements of force, pitch, time, quality, etc, which are necessary to bring out delicate shades of

meaning. In a wider sense, expression may also include the play of the features, the motions of the body, etc., etc.

4. The following question has the falling inflection: What will he do with it?

5. As accent upon a syllable, so emphasis lays stress upon a word, thereby making it important. The design of emphasis is thus to bring out the peculiar force or meaning of a word or of words. Of the various kinds of emphasis may be mentioned,—emphasis of prominence, of contrast, of ellipsis, cumulative emphasis, etc.

HISTORY.—The answer to this question requires: First, a concise account of the formation of the Articles of Confederation, the conflicting views of the different States, especially the fear entertained by the smaller of being overridden or swallowed up by the larger ones.

Secondly, the radical weaknesses and imperfection of the Articles, which, in providing for the claims of the State as individual, made none whatever for the effective power of the Central Government. This could recommend and suggest, but from want of authority and power could not enforce. Its weakness should be showed especially in foreign affairs, where of all others it should have been strong. It could recommend the payment of debts, but it could not levy taxes to pay them, or even to carry on the government; it could appreciate the importance of commerce, but could not regulate it. One State could pass laws to the manifest injury of others, but Congress had no power to interfere for the protection of the weak. In short, instead of a nation, the Confederate States had not even the uniting influences given by the common cause which produced the war.

Thirdly, the clearly seen necessity for a change should be shown, and the difficulty in bringing it about contained in the Articles themselves; the continuance of the old fear of the large States held by the small ones, the plans suggested by Franklin and others, and the idea of creating a monarchy with Washington at its head, a plan so promptly and so emphatically rejected by him, as also the attempted convention at Annapolis, which failed.

Fourthly, the efforts of Washington, Hamilton, Madison and others should be shown, which led to the Convention at Philadelphia, at which all the States were represented except Rhode Island; the difficulties the Convention labored under and which often proved nearly fatal.

Fifthly, the eventual success in reaching an agreement which resulted in the formation of a document to be submitted to the States and made effective so soon as it was adopted by nine of the States.

Sixthly, the provisions of the Constitution should be concisely mentioned, showing how the General Government was empowered to make, construe and execute the laws necessary for its operation, and also empowered to act at home and abroad as a nation with all a nation's influence and effectiveness, control commerce, levy taxes, govern and con-

trol the inter-relations of the States; the provisions for conserving at the same time the rights of the individual States should be shown.

Seventhly, then should follow the rising up of parties, the opposition to the Constitution, headed by Samuel Adams and Patrick Henry, and the counter effort made by Washington, Hamilton, Madison and others successfully setting forth the substantial benefits to be derived from the instrument, its adoption by the various States in order, and the adoption of the Amendments which cured the objectionable features of it.

SCIENCE OF TEACHING.—I. To comprehend that imagination creates no new material is to come nearer an understanding of the nature of the mind and of that faculty. This knowledge aids by enabling the teacher to know when material must be supplied and where it must come from. A proper knowledge of imagination gives the senses and consciousness as the primary sources of all the mind's material and thought, memory and imagination as the secondary sources. If any given product is to be wrought, the teacher can determine from what sources the material must come and whether the pupil is already in possession of it or must be put in possession of it. Ignorance of these facts would leave the procedure to chance and give as many opportunities for failure as for success in the work.

2. The child should be taught to correct his pronunciation by the dictionary and by the usage of good speakers, but always to refer the latter to the dictionary. He should be taught to correct his articulation by what he observes in others, by his own judgment and ear and by the notes and pronunciation of the dictionary, taking care to practice so that a correct habit shall take the place of the wrong one. School-training should implant the habit of discriminating and correcting pronunciations and articulations and of reference to the dictionary.

3. The fundamental fact of geography is that of the mutual adaptability of man and the earth—man as an inhabitant, and the earth as his home. A knowledge of this relation is the most fundamental knowledge of the subject. As man breathes the air that surrounds the earth, navigates its waters, mines its minerals, depends for his food, clothing and shelter on its plants, animals and minerals, he needs to understand the causes that influence these things most directly. The structure of earth—meaning thereby its materials, their arrangement and laws of dependence—is the most directly related to these elements in the line of cause and effect. The differences of climate, vegetation, animals and civilization are mainly dependent on the structure. Hence a knowledge of structure is conditional to all these things.

4. The second stage of spelling, in the order of simplicity, is the learning of the parts of the word, and its peculiarities of structure. All methods of spelling, if we exclude primary reading, begin with the word as a whole, which would be the most simple form. When this is

learned, the parts (syllables, capitals, accent, punctuation, etc.), and peculiarities come in order. The spelling of a word involves several points: spelling proper, pronunciation, accent, punctuation (hyphen, etc.), capitals, meaning and use.

5. The method by which the mind learns any whole not too complex, if left to its natural modes of action, is to get a general idea of it as a whole, and then specialize the parts one by one. Still another reason exists for taking whole letters in writing before going to the practice of the so-called principles. The child prefers the concrete and whole to the abstract and the disconnected part. The former, by the nature of the case, is capable of much more interest. Hence to put in a long time at first practicing principles or parts would be to discourage the child and probably give him a distaste for the work. A blending of these two elements will probably secure the best results.

GEOGRAPHY.—1. In the situation of Minneapolis are found combined two important elements which contribute to the growth and prosperity of cities, excellent manufacturing facilities and a position favorable to commerce. The State of Minnesota is well-timbered; the soil is fertile and produces large quantities of grain. At Minneapolis, the Falls of St. Anthony, with a perpendicular descent of eighteen feet, afford abundant water-power for manufacturing. The city by means of the Mississippi River has direct commercial communication with the Gulf States. It has also by lake and railroad, communication with the Atlantic and Pacific States.

2. Iowa, Missouri, Arkansas, Texas, Kansas, Nebraska, Colorado, Nevada, California, Oregon, with a portion of Minnesota and Louisiana.

3. South America consists of three distinct physical regions; the primary highland, consisting of the Andes Mountain System, on the west; the secondary highland—the plateau of Brazil—on the east, with a great plain in the centre, broken at the north by the mountain land of Guiana. The continent presents great variety in climate, from the extreme heat of the Torrid Zone to the icy coldness of the southern extremity.

4. Russia, bordered by Black and Baltic Seas, and by the Arctic Ocean; Turkey, by Black Marmora and Mediterranean Seas; Greece, Austria, Italy, France and Spain by the Mediterranean Sea; Spain, Portugal, France, Great Britain, Norway, by the Atlantic Ocean; Belgium, Holland, Germany, Denmark, Norway and Great Britain, by the North Sea; Sweden, Denmark and Germany by the Baltic Sea.

5. Rice is most successfully cultivated in a warm climate on the banks of rivers in a deep soil, consisting chiefly of decomposed vegetable matter, and so situated that the fields can be flooded by the opening of tide-gates.

7. (a) Rio Janeiro, Bahia. (b) Coffee, sugar, caoutchouc.

8. Switzerland is bounded on the north by the German Empire; east

by the Austro-Hungarian Monarchy; south by Italy; west by France. In government, it is a Federal Republic, consisting of twenty-two cantons.

9. Yenisei, Obi, Amoor, Yang-tse-Kiang, Hoang-ho, are five large rivers of Asia. Peking, Canton, Calcutta, Bombay, Tokio, are five large cities.

10. Cuba and Porto Rico belong to Spain; Jamaica to Great Britain; Hayti consists of two independent republics.

GRAMMAR.—I. English Grammar is the science which treats of the English language. It deals with the principles upon which the language is constructed and with the interpretation of thought. To pursue this subject intelligently, pupils must have that maturity of mind which will enable them to reason, to generalize, to draw conclusions. The large majority of pupils do not reach this stage before the first year of the high-school course.

2. (a) The simple relative generally refers to a definite antecedent *expressed*: as, *They* never fail *who* die in a just cause. (b) The compound relative combines the office of antecedent and relative: as, He heard *what* pleased him. (c) When the antecedent is still more indefinite, the forms *whoever*, *whichever*, etc., are used. These are called indefinite relatives; as, *Whoever* will may come.

3. James's, enemy's, father-in-law's, Queen of England's, somebody else's.

4. "I shall receive *whoever comes*," is correct. The object of *shall receive* is the clause *whoever comes*.

5. Subjunctive—

Present: If I be, if thou be, if he be, if we, you or they be.

Past: If I were, if thou were or wert, if he were, etc.

Past Perf: If I had been, if thou had been, if he had been, etc.

Potential—Synopsis—

I may be, I might be, I may have been, I might have been.

6. (a) "This result, of all others, is most to be dreaded," is incorrect: It should be, "This result is more to be dreaded than all others," or, "This result is to be dreaded most of all." (b) "This expression is preferable," or, "This is the preferable expression." *Preferable* itself implies comparison.

7. "Language was given us that we might say pleasant things to one another," is a complex declarative sentence, of which *language* is the subject nominative unmodified, and the rest of the sentence is the logical predicate. *Was given* is the predicate verb, modified by the indirect object *us*, and also by the adverbial clause of purpose, *that we might say pleasant things to one another*. Of this clause, *we* is subject nominative unmodified; *might say* is predicate verb, modified by the object *things* and by the prepositional phrase *to one another*; *that* is the subordinate connective.

8. (a) An adverb of manner, modifying *writes*. (b) An adverb of affirmation, modifying or emphasizing the statement, "He is here."

9. "Who say ye that I am," because *who* must be in the nominative case after *am*.

10. "The reason *why* he came is evident." *Why* is a conjunctive adverb and modifies *came*. It is equivalent to *for which*, making its clause perform the office of an adjective modifying *reason*.

MISCELLANY.

✓ THE MEETING of Superintendents of N. Indiana and S. Michigan, at Elkhart, Dec. 5th, was not very largely attended, but the discussions were pointed and highly profitable. The next meeting will be held at Laporte, not later than February 15th.

✓ THE CENTRAL NORMAL, at Danville, is moving on smoothly with an attendance of over three hundred. This is one of the few normal schools that is on a firm financial basis. It has achieved success. Mrs. F. P. Adams is principal, and Mr. C. A. Hargrave is secretary.

JASPER CO.—Supt. D. M. Nelson has issued outlines for township institutes intended to supplement those furnished by the state department. These outlines are excellent—among the best we have seen.

CLAY CO.—The teachers of Clay county held their third annual association at Brazil Dec. 18-19. It was well attended and there was not a failure in any of the exercises, which were uniformly good. R. H. Crouch presided with promptness. Supt. Wilkinson is hard at work and giving good satisfaction. More than 75 teachers in this county belong to the Reading Circle.

ST. JOSEPH CO.—Supt. Moon has issued a manual containing outlines for institutes, including outlines for the Reading Circle work. These outlines are very full, and *one-half* the time of the institute is devoted to the Reading Circle work. This is one of the best organized counties in the state.

Supt. Hailman, of LaPorte, will hold the next session of his summer school at Grand Rapids, Mich. A number of prominent educators have joined him in his enterprise, and this school has been largely extended in scope. It will hereafter be known as the "Western school of Primary Methods."

THE International Magazine, EDUCATION, published by the New England Publishing Company, 3 Somerset St., Boston, and devoted to the Science, Art, Philosophy, and Literature of Education is at hand, and contains an unusual amount of valuable reading for thoughtful readers on education. Its articles, both home and foreign, are valu-

able contributions to the literature which the New England Publishing Company have done so much toward elevating and extending.

VALPARAISO—RED RIBBON DAY.

DEAR SIR:—According to promise, I send you an account of our "Red Ribbon" day.

The first and second primaries of our school hold, on the last Friday afternoon of each month, joint sessions, alternating between the two rooms. Last month the session was held in room 1, room 2 participating in the exercises, which consisted of recitations, songs, &c. The culminating point was reached when the "Roll of Honor" was called. The "Roll" consisted of the names of all pupils who had been neither tardy nor absent for one month.

Each child as its name was called, walked triumphantly forward and received a *red ribbon* from the hands of its teacher. We introduced this plan into our school October, 1884, and have so far seen only good results. Parents have become interested, and every "Red Ribbon" day brings to us visitors whose presence encourages pupils and teachers.

Care must be taken in the exercises to have *no failures*. Every piece must be suited to the capacity of the child, and well committed. Timid children must be supported and encouraged by the teacher, until they feel at home, and talk naturally. We encourage no elocutionary display, but strive for simplicity and naturainess.

The children know that the ribbon of itself is of no value—a penny buying a yard, such as they receive—but they prize it because they feel that they *earn* it. It teaches them promptness, which if followed through life, cannot fail to bring its reward.

MRS. CARRIE A. RAY, Teacher Room 1.

MISS MAGGIE C. BIER, Teacher Room 2.

MEETING OF READING CIRCLE COMMITTEE.

An interesting meeting of the Reading Circle Board was held on Friday evening, Dec. 11th, at the Grand Hotel, and continued next day at the Department of Public Instruction.

There was presented to the Committee an order of the State Board of Education, requiring county superintendents to receive the results of the Reading Circle examination of any year in the place of the examination in Theory and Practice, and agreeing to receive the results of the entire work in the place of the State examination in that part of the work. A vote of thanks was rendered to the State Board for this recognition.

The subject of Examinations was considered; acting as a committee of the whole, the grading of MSS. received attention.

The names of those who were successful in all or a part of the work are as follows: Catharine Andrews, William Bowman, Emma Bernhart, M. D. Bowlsen, Frank M. Beard, A. S. Berlingmier, Lewis Chamberlin, Mary Collett, Allie M. Crowder, Carry Cory, Laura B. Carty, Joseph Combs, R. V. Oarlin, Florence Dowd, Carrie Dowd, Wm. M. Daughters, Wm. Eldridge, W. H. Elson, Anna J. Edwards, Alma Fisher, M. S. Fautsch, Leva Foster, E. M. Fisher, Jennie Glezen, Wm. Greist, J. H. Gardner, Peter Greist, John Heany, Emma Hinchman, C. W. Hodson, Elmer Honey, M. H. Hinkle, W. P. Hall, Isaac Humberd, A. H. Hopkins, Lizzie Hertsch, N. F. Haskett, L. H. Hadley, Anna Hobbs, Libbie Jayne, A. J. King, Harvey Lucas, Ada B. Lucas, George E. Long, C. W. McClure, D. C. McClerry, S. B. McCracken, Ezra Mattingly, Mary McKenzie, R. M. Milburn, Amanda Nicholson, Rosa Newlin, John M. Nash, B. A. Ogden, Flay Owens, Marietta Parker, Fannie Peyton, E. A. Robinson, Lulie Rutledge, Mattie M. Ramsey, Ryland Ratliff, William Sheets, F. L. Sampson, Eanise Severin, A. B. Stephens, W. S. Stevens, W. S. Sims, Amos Sanders, Emma Shealy, James Shaw, Jr., Anna R. Sanders, May Tucker, J. C. Trent, Alice Titlow, Amanda Tyner, Emma G. Tee, Emma Wagner, Otto White, Mary D. Warner Fannie Watts, Maggie Weeks.

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

SCIENCE OF TEACHING.

Hewett's Pedagogy—Pages 140 to 158.

WORK FOR JANUARY.—The subject is the art of school-management and the science and art of school-government. The elements of good management are thorough knowledge of the situation, kindness, promptness decision of action and tact. These, with the exception of knowledge of the situation, are very largely natural endowments, but they are capable of cultivation. Proficiency in management must be acquired by practice. What shall be done in managing an individual case can not be settled in advance of it. Each case must be determined by the good sense and discretion of the teacher on its own merits.

School-government is a science, as well as an art, and as a science is capable of being taught. As an art it must, like management (the mode of its application), be learned by practice.

TERMS TO BE DEFINED.—*School-government; authority*, on which school-government rests; relation of government to organization (government maintains organization).

Purpose of school-government—Order and discipline. To regulate

play; to regulate pupils on road to and from home; to regulate the recitation; to regulate the study hour.

Type of school-government—"Hand of steel in a glove of velvet;" "suaviter in modo, fortiter in re."

Qualities of good government—Knowledge of all that transpires; mildness; firmness; sympathy; and impersonal character.

Means—Plenty of well-adapted work; skillful manipulation; correct public opinion among pupils; cōoperation of parents; use of authority and punishment; personal influence of teacher.

Motives to be appealed to—Self-respect; respect for others, including constituted authority; love of activity, including love of knowledge; love of power (emulation of ideal standards, but not of fellow-pupils for sake of "beating").

Habits to be cultivated—Obedience, order and reverence.

Characteristic—Mainly preventive, incidentally punitive.

OPINIONS CONCERNING SCHOOL-GOVERNMENT.—"As to school-room misdemeanors, I make the punishment the same nature as the offense. As a privilege is abused, I deprive the pupil of that privilege."—*J. H. Orcutt*.

"Never give a command unless you are sure you can enforce it, nor unless you mean to see that it is obeyed."—*J. G. Fitch*.

"A thoroughly organized, well-treated school, under a quick eye and a ready ear, seldom needs punishment."—*C. M. Ranger*.

"'Eternal vigilance' is the price of good order."—*J. W. McKinnon*.

"Corporal punishment is a delicate and serious measure in school-management, and would better, in most cases, be relegated to the homes."—*Aaron Gove*.

"The means of government are arrangement, method and order; vigilance, emulation, praise, and dispraise; favor and disgrace, hope and fear; rewards and punishments; and especially guarding against whatever is tedious, difficult, operose and irksome, and rendering every task prescribed to the scholar short, simple, easy, adapted and intelligible."—*Dr. Andrew Bell, founder of Monitorial System*.

"Great rewards, says Montesquieu, betoken a falling state; the same is true of great punishments in the school-house."—*Richter*.

"Never speak of evil till the necessity for it unfortunately exists."—*Locke*.

"Disobedience in school is traceable to some omission, inconsiderateness, hastiness of temper or want of firmness in the teacher"—*Jos. Lancaster*.

"Government should be adapted to the variety of temperament and difference in character of the children."—*Horace Grant*.

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BROOKS' MENTAL SCIENCE.

Subject: Cultivation of the Intuitions of the True and Beautiful -pp. 390-404.

I. TERMS TO BE DISTINGUISHED.—1. Reasoning and the Reason:
(a) The former is called speculative; the latter, practical. (b) "In-

tuitive Reason may be compared to a practiced military genius who perceives at first sight all the capabilities of a field of battle; the former, Reasoning, is the less experienced, and, it may be, less talented, commander, who surveys each part of the field in succession, and forms his plan of action gradually."—*E. J. Hamilton*.

2. Chain of Causation. See p. 394.

3. Intuitive Truths and Intuitive Ideas.

4. Beautiful, Ludicrous, and Sublime.

5. Virtue and Beauty.

6. *Æsthetics*.

7. Fine Arts. (a) "A Fine Art is the adaptation of the beautiful in nature by man to his pleasure."—*Biddle*. (b) "The Fine Arts are [the bright jewels in the crown of Science]."—*Ibid*. (c) Moral Axioms.

II. ITEMS OF PROFESSIONAL SIGNIFICANCE.—1. Methods of Culture of the Intuitions. See p. 391. (a) "The cultivation of objective beauty not only indicates the degree of subjective development, but will, when the powers are well-regulated, constitute the very best and most direct means of cultivation."—*Ogden*. (b) "In the detail of work performed by the pupil, there is constant opportunity for direct *æsthetic* culture. The use of books, the care of desks, the work on slates, paper and black-board, may all be made means of discipline in accuracy and neatness."—*Johonnot*.

2. The Study of Science: "The great peculiarity of scientific training, is this bringing of the mind directly in contact with fact, and practicing the mind in the completest form of induction—the ascertainment of the true."—*Jos. Payne*.

3. The Influence of the Idea of the Beautiful: "There is a greater difference among men in their power of perceiving beauty than in their power of perceiving truth."—*A'den*. (b) "Beauty should be studied in subordination to truth and goodness."—*Ibid*. (c) "An infinite joy is lost to the world by the want of culture of this spiritual endowment. Of all luxuries this is the cheapest and most at hand; and it seems to me to be most important to those conditions (of life) where coarse labor tends to give a grossness to the mind."—*Griswold*.

4. The Culture from a Study of Poetry and Art: (a) "The greatest advantage to be derived from drawing in school is the aid which it gives to the *æsthetic* sense in all."—*Johonnot*. (b) "The study of Art possesses this great and peculiar charm, that it is absolutely unconnected with the struggles and contests of ordinary life. By private interests, by political questions, men are deeply divided and set at variance; but beyond and above all such party strife, they are attracted and united by a taste for the beautiful in Art."—*Guizot*. (c) "The thoughts which mankind hold in solution, the poets crystallize into poems."—*Biddle*. (d) "This power of poetry and art, to refine our

views of life and happiness, is more and more needed as society advances."—*Griswold*.

III. SUMMARIES.—1. The Intuitions of the True. 2. The Intuitions of the Beautiful: (a) "We see the stars but can not reach them; so the mind sees the beautiful, but can not grasp it."—*Biddle*.

3. Uses of the idea of Beauty: (a) Whoever has beautified common life, and made it engaging and honorable, by art, has served his country well."—*Biddle*.

4. The Fine Arts. 5. Studies which aid in the Culture of the Beautiful: (a) "In elementary schools we do not teach *Æsthetics* as such, but strive to cultivate the æsthetic faculty by instruction in drawing, painting, music, rhetoric, etc., etc."—*Kiddle*. (b) "Music and Drawing played a leading part in Pestalozzi's school."—*Quirk*.

IV. COLLATERAL READINGS.—1. Life of Laura Bridgeman. 2. Indiana School Journal: (a) The Value of Drawing as an Educational Discipline—*H. Schuricht* Sept., 1881. (b) *Æsthetics* in Common School Education—*Alice Bridgeman*, June, 1885. (c) Music in the Public Schools—*W. T. Giffé*, July, 1885.

3. New England Journal of Education: Drawing, the Industrial Education needed in our Schools—*W. T. Harris*, Aug. 20-27, 1885.

R. G. BOONE.

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ENGLISH LITERATURE

Smith's Outlines — Pages 117-166.

"The Faery Queene."—The twelve books of this poem were to represent the twelve virtues; each in the person of a knight was to conquer all the sins in conflict with the virtue for which he stood. Arthur personifies the whole of virtue, and he was at last to be united with the Faery Queene who represents the divine excellence, the true end of human endeavor. Spenser's puritanism shows itself in his desire after a perfectly pure life in Church, State, and Man. He held that this was opposed in Church and State by Rome, which he paints as Duessa, the falsehood which wears the garb of truth. He also makes Duessa typify Mary Queen of Scots, in whom Catholicism then threatened England.

The poem, however, soars far above this region of debate into the calm and pure air of art. It is the poem of the human soul and all its powers strengthening towards the perfect love, the love of God. Filled full with christianized platonism, the ideas of truth, justice, temperance, courtesy, do not remain ideas in Spenser's mind, as in Plato's, but become real personages, whose lives and battles he honors and tells in verse so delicate, so gliding and so steeped in the finer life of poetry, that he has been called the poets' poet.—*Adapted from Rev. Stafford Brooke*.

EMMA MONT. MCRAE.

PERSONAL.

W. S. Davis, formerly Supt. of the Mt. Vernon schools, is now Prin. of the Cherokee National Male Seminary, at Tahlequah, Indian Territory. This seminary is of a high grade and does an excellent work.

Robt. F. Kerr was in 1879 Supt. of the schools of Newton county. From there he went to Japan, where he taught English two years. He is now Prof. of Political Economy in the Dakota Agricultural College at Brookings.

Miss May Wiseman, an excellent primary teacher in the Winchester schools, has invented a little device for teaching children number and color by means of perforated beads of different colors to be strung according to direction. The beads are accompanied by cubes containing the "signs," which are to be strung with the beads as may be required.

Miss Margaret Merker, of Louisville, Ky., recently delivered a lecture on Daniel Boone, to an audience of a thousand boys and girls in Indianapolis, and commanded their closest attention for more than an hour. The lecture was one of a series to young people and was a great success. If Miss Merker could be induced to give this lecture in other places in the state it would be a profitable move for the boys and girls.

Miss Merker is a lady of culture and will delight any audience. Suppose superintendents and teachers make an effort to secure her services.

BOOK TABLE.

A CATALOGUE OF THE FLORA OF NOBLE CO: Has been issued by Co. Supt. W. B. Van Gorder. The list is very complete and carefully arranged, and does Mr. Van Gorder much credit.

THE HOOSIER NATURALIST: Is the name of a little monthly paper published at Valparaiso, Ind., by A. C. Jones and R. B. Trouslet. It is what its name indicates, and appeals to all lovers of natural science. It starts out well and deserves support.

THE CENTRAL NORMAL NEWS: A quarterly, devoted to the interest of the Central Normal School at Danville, keeps old students posted as to what is going on in their old school, and gives good articles illustrating the work done in the school. Price 15 cts. a year.

THREE MONTHS' PREPARATION FOR READING XENOPHON: By Jas. Morris Whitton, Ph. D., Instructor in Greek, Packer College Institute, Brooklyn. New York: D. Appleton & Company.

There seems to be a desire now-a-days to shorten the time usually devoted to preparing for college. All sorts of ways and means are of-

ferred, pointing to the "royal road" which has been so long sought; but whether the work is done in three months or ten months, close application and faithful study alone can make the scholar. This book is valuable for real students whose time and means are limited, and who, if they desire to take a college course, are willing to "buckle down" to the work. Only such parts of the grammar are taken as will enable the pupil to translate easy Greek. The references are to Hadley's and Goodwin's Grammars.

Another book whose object is to make the way easy for the student, has recently been published by Ginn & Co., Boston. The author, E. C. Ferguson, Ph. D., Professor of Greek and Latin in Chaddock College, Quincy, Ills., has made out a series of questions on the First Book of Cæsar's Gallic War, and also on the First Book of Xenophon's Anabasis. For students who have the "pluck" and the ability to pursue this work without the aid of a teacher, the book will fill a "long felt want"; but competent teachers have no use for such books, and would prefer not to have them in the hands of their pupils.

Too many books of questions and answers are the bane of this age. Too much help in any study is an element of weakness rather than of strength, and has a tendency to take away all desire for original investigation. However, the questions in this book bring out the most important points of the text. The references are to Allen & Greenough's and Harkness's Latin Grammars, and to Goodwin's and Hadley's Greek Grammars.

NEW NORMAL READERS: By Albert N. Raub, Ph. D. Philadelphia: Porter & Coates. F. S. Cable, Chicago, Western Agent. 5-book series.

Every new series of readers that make their appearance, leads us to exclaim, "Well, can anything excell that?" and our mental answer is "No"—and yet each series seems to make some little improvement on what has preceded it.

This series seems to leave nothing to wish for. The best thoughts on this most important of school branches of study have been embodied. The word "normal" in the title, having been so miss-used and cheapened, will have a tendency to prejudice many persons against the readers, but such persons may be assured that in this case the word has been used in its truest and best sense.

IMPROVEMENT OF THE MIND: By Isaac Watts, D. D. New York: and Chicago: A. S. Barnes & Co. Cyrus Smith, Indianapolis, Ag't for Indiana and Michigan.

This book, written more than 150 years ago, has recently been edited and in some regards "re-cast" by S. N. Fellows, D. D. Notwithstanding its age it is still regarded by good judges as one of the best books of its class, and in perfect harmony with the best thought of the

present age. The importance of this subject is being recognized more and more, and the above-named little book will doubtless find its way into many a teacher's library. It will be a good book to read in connection with the "reading circle" work now being done by so many teachers.

LITTELL'S LIVING AGE: Is a weekly eclectic magazine. It is made up of selections from the standard English periodicals. Each number contains 64 pages, so that each year gives over 3000 double column octavo pages. Of course only the best is selected—the cream of the magazine literature of the world. Price per year \$8. Address, Littell & Co., Boston. See advertisement.

THE WIDE-AWAKE: Published by D. Lothrop & Co., Boston, is a magazine for boys and girls, and is not surpassed by any publication of its class in the United States. It is filled with the best thoughts of the best writers, and it is beautifully illustrated. It would be difficult to improve it in any regard.


NEIGHBORS WITH WINGS AND FINS, AND SOME OTHERS FOR YOUNG PEOPLE: By James Johonnot. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

This is one of a natural history series, and is what might be expected from the distinguished author. The book is well illustrated and is a delight to look upon. It can not fail to make happy any child at all interested in its "neighbors"—and what child is not.

MODERN CLASSICS IN 33 VOLUMES: Library Edition, 32mo, red edges, cloth, 75 cents each. * School Edition, 32mo, cloth, 40 cents each, net. Boston: Houghton, Mifflin & Co.

The convenient little volumes published under this general title are in the best sense *classic*, though all of them are modern. They include selections from the works of the most eminent writers of England and America, and translations of several masterpieces by Continental authors. The selections are not what are generally known as "elegant extracts," single paragraphs which are peculiarly quotable; but they consist in most cases of entire poems, essays, sketches, and stories. The authors are not only shown at their best, but so fully as to give an adequate idea of their various styles, modes of thought, and distinguishing traits.

BUSINESS NOTICES.

 Be sure to read the advertisement found on another page headed "Some New Books," by Ivison, Blakeman, Taylor & Co.

It will pay any reader to carefully examine the new advertisements this month. There are several, and no two alike.

The C. H. & I. is the best route from Indianapolis to Cincinnati. The track is in good order, the cars are first-class, and the country passed through the "finest out doors."

Readers of the Journal in noticing the advertisement of DePauw University Normal School will please add the fact that students may enter at the beginning of *each* term. The next term begins Jan. 6, 1886. A beginning class will be formed at that time.

12-2t

DON'T GO TO SCHOOL—until you have seen the special rates to county graduates, young teachers and others preparing to teach, made by the Fort Wayne (Normal Classical and Business) College.

W. F. YOCUM,

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11-3t

✓ THE WESTERN SUMMER SCHOOL OF PRIMARY METHODS.—Will hold its sessions at Grand Rapids, Mich. Six departments with superior teachers. Model Kindergarten and Primary School for observation. Send for circulars to W. N. Hailmann, La Porte, Ind.

THE NEW DECATUR ROUTE.—Solid trains between Indianapolis and Peoria, including Pullman Palace Sleeping and Reclining Chair Cars at reduced rates. This is the quickest line and is always on time. The shortest possible route to Kansas City, with only one change of cars. For lowest fares and full information apply to Newby & Jordan, agents, I. D. & S. R'y, 136 South Illinois street, Indianapolis.

7-tf

HOLIDAY RATES ON THE BEE LINE.—The management of the Bee-Line, desiring to add to the general mirth and pleasure of the Holidays, takes pleasure in announcing to the public that reduced-rate tickets will be sold between all stations on the respective divisions of the Cleveland, Columbus, Cincinnati & Indianapolis Ry.; Indianapolis & St. Louis Ry., and Dayton & Union R. R. at two cents per mile for distance traveled,—no excursion rates, however, for less than 40 cents will be made. Tickets will be sold Dec. 24, 25 and 31st, and Jan. 1st, 1886, and good to return till Jan. 2d, 1886, inclusive. Children between the ages of five and twelve years will be sold tickets at one-half the above named rates.

HOLIDAY EXCURSIONS, 1885-6—CHRISTMAS—NEW YEAR—PAN-HANDLE ROUTE.—The Chicago, St. Louis & Pittsburgh Railroad; The Jeffersonville, Madison & Indianapolis R. R., and the Indianapolis & Vincennes R. R. announce the sale of Cheap Excursion Tickets, from and to all stations on their respective lines, on Dec. 24th, 25th and 31st, 1885, and Jan. 1st, 1886, with limit of return passage until Jan. 2d, 1886.

This liberal concession in rates will be greatly appreciated by the patrons of these lines, as affording them an excellent opportunity to visit relatives and friends at a very small cost for transportation.

For time of trains and rates of fare apply to any agent of the lines named above,

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11-1y

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MRS. O. P. ADAMS, President,
Or O. A. HARGRAVE, Secretary.

INDIANA " SCHOOL JOURNAL.

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No. 2.

THE ORDINANCE OF 1787—II.

CYRUS W. HODGIN.

ITS AUTHORSHIP.

NOTWITHSTANDING the high praises that have been bestowed upon the Ordinance, and the many and great benefits that have flowed from it, its authorship has for nearly a century been a matter of dispute. It is but quite recently that the mystery has been solved. No less than four different persons have had claims to authorship set up for them by their friends. This has been a matter of earnest historical investigation by such men as Daniel Webster, Thomas H. Benton, Prof. Charles King, Mr. Peter Force, Ex-Governor Coles, of Ill., George T. Curtis, Hon. R. W. Thompson, Dr. Geo. V. N. Lothrop, William Frederick Poole, and George Bancroft.

Mr. Webster in his famous two day speech in reply to Hayne, gives to Nathan Dane, of Mass., the entire credit of devising the Ordinance, and such was the confidence in Webster's statement, that many writers since have accepted it as a demonstrated fact.

Mr. Benton, in the debate that followed the speech of Mr. Webster, above mentioned, said, "He (Webster) has brought before us a certain Nathan Dane, of Beverly, Mass., and loaded him with such an exuberance of blushing honors as no modern name has been known to merit or claim. So much glory was caused by a single act, and that act the supposed authorship of the Ordinance of 1787, and especially the clause in it which prohibits slavery and involuntary servitude. So much encomium

and such grateful consequences it seems a pity to spoil, but spoilt it must be; for Mr. Dane was no more the author of that Ordinance, sir, than you or I, who about that time were mewling and puking in our nurses' arms. That Ordinance, and especially the non-slavery clause, was not the work of Nathan Dane of Massachusetts, but of Thomas Jefferson of Virginia."

Prof. Charles King, President of Columbia College, N. Y., published a paper on the Northwest Territory in 1855, in which he claimed for his father, Rufus King, the authorship of the non-slavery clause.

Ex-Governor Coles, of Ills., in a paper on the History of the Ordinance of 1787, prepared for the Pennsylvania Historical Society in 1850, disputed Webster's claim for Mr. Dane, and asserted the claim of Thomas Jefferson.

Mr. Peter Force undertook to gather from the archives of Congress, materials for a complete history of this document, but he never found anything that settled the question of authorship; and though he probably knew more of the original documents pertaining to the Northwest Territory than any other man since its adoption, yet he died in ignorance of the real author.

Hon. R. W. Thompson, in the eloquent address on Education, referred to in the first paper, ascribed the Ordinance to the wise statesmanship and the unselfish and far-reaching patriotism of Thomas Jefferson of Virginia.

Dr. G. V. N. Lothrop, in his Ann Arbor address in 1878, on Education as a Public Duty, said: "It was a graduate of Harvard, who, in 1787, when framing the Great Charter for the Northwest, had consecrated it irrevocably to Human Freedom, to Religion, Learning, and Free Thought. It was the proud boast of Themistocles, that he knew how to make of a small city a great state. Greater than his was the wisdom and prescience of Nathan Dane, who knew how to take pledges of the future, and to snatch from the wilderness an inviolable Republic of Free Labor and Free Thought."

In 1876, that year in which so many buried historical facts were unearthed, William Frederick Poole, in an admirable article published in the *North American Review*, presented the history of

the Ordinance in the most scholarly manner it has been my good fortune to see. But discarding the absoluteness of the claims heretofore set forth, he presents as the chief actor in this mysterious drama, Dr. Manasseh Cutler, of Massachusetts.

Following, in a general way, the line of argument laid down by Mr. Poole, we shall attempt to show to what extent the foregoing claims are founded on facts.

In January, 1781, Thomas Jefferson, then Governor of Virginia, acting under instructions from his state, deeded to the General Government that magnificent tract of country known as the Northwest Territory, which had been acquired by Virginia as a result of the expedition of George Rogers Clark in 1778. On the 1st of March, 1784, being now a member of Congress, Jefferson, as chairman of a committee appointed for the purpose, presented an Ordinance for the government of all the territory lying westward of the Thirteen Original States. There were two notable features in this paper; first, it provided for the exclusion of slavery and involuntary servitude after the year 1800; second, it provided for *Articles of Compact*, the non-slavery clause being one of them. By this provision there were five Articles that could never be set aside without the consent of both Congress and the people of the Territory. The non-slavery Article was rejected by Congress, and the rest was adopted with some unimportant modifications, on the 23d of April, 1784. On the 10th of May, seventeen days later, Jefferson resigned his seat in Congress to assume the duties of United States Minister to France. As the real Ordinance of 1787 was not adopted until July 13, 1787, it will be seen that Jefferson left the country more than three years *before* it passed, and since he did not return until December, 1789, he was absent until more than two years had elapsed *after* its passage.

I have carefully compared the Ordinance of 1784 with that of 1787, and find no similarity except in the two points above referred to; viz., the idea of an anti-slavery provision, and that of articles of compact. It contains none of those broad provisions found in the other concerning Religion, Freedom, the fostering of Education, the Equal Distribution of Estates of Intestates,

the privilege of the Writ of *Habeas Corpus*, Trial by Jury, moderation in Fines and Punishments, the taking of Private Property for Public Use, and interference by law with the Obligation of Private Contracts.

To further satisfy myself as to Jefferson's claims, I studiously examined the best edition of his Works, and did not find the slightest allusion to the Ordinance of 1787. I did find, however, the full text of the one of 1784, above mentioned. Here, I think, we may safely rest as to Jefferson's claims, or it is better to say, the claims set up for him.

Much dissatisfaction was felt in the North over the exclusion of the anti-slavery clause of Jefferson's Ordinance, and no settlements were ever made in the Territory under it.

In 1785, on motion of Rufus King, an attempt was made to reinsert some sort of an anti-slavery provision, but it was not carried. This, so far as we can learn, is the extent of the grounds for Mr. King's claims to authorship.

In March, 1786, a report on the Western Territory was made by the grand committee of the House, which, proving unsatisfactory, a new committee was appointed. It reported an Ordinance that was re-committed and discussed at intervals until September of the same year, when another committee was appointed. Of this, Nathan Dane was a member. A report was made which was under discussion for several months. In April, 1787, this same committee reported another Ordinance which passed its first and second readings, and the 10th of May was set for its third reading, but for some reason final action was postponed. This paper came down to the 9th of July without further change. Mr. Poole has given us its full text as it appeared only four days before the final passage of the Great Ordinance. It bears less likeness to the final one than does that of Jefferson.

Mr. Force, in gathering up the old papers, found this one in its crude and unstatesmanlike condition, and wondered how, so suddenly, such radical changes could have been effected; for in the brief space of four days the new Ordinance was drafted, passed its three readings, was put upon its final passage, and was adopted by the unanimous vote of all the States present.

How these changes came about, it will be the purpose of the next paper to tell. To the writer, this is one of the most fascinating, and also one of the most important chapters in United States History.

RICHMOND NORMAL SCHOOL, Nov. 30, 1885.

INDIANA IN THE WAR OF 1812—II.

HUBERT M. SKINNER.

ONE of the interesting features of Chicago is the Fort Dearborn Block, which occupies the site of the old fort on Chicago River. It contains in its north wall a large marble slab, on which is told the story of the lost garrison. The fort had been built in 1804, and in 1812 was an important post of the extreme Northwest. On the 9th of July a fleet Indian might have been seen running along our northern shore with a message from the commander at Detroit. It was an insane order commanding Capt. Heald to evacuate the fort and retire at once to Fort Wayne. It was madness to attempt the march, yet Capt. Heald resolved to obey. Brave Capt. Wells, of Fort Wayne, learned of the order and at once set out to save his sister, Mrs. Heald, if possible, from the doom which must hang over the garrison. With thirty friendly Miamis he marched in haste through the forests and swamps. On the night of the 13th they arrived at the gate of the fort. Two days later the fatal march began. It was a beautiful morning. Never did the bosom of the Great Lake reflect back a more glorious sunrise. The garrison destroyed the property of the fort and marched out of the gate, accompanied by a large band of Pottawatomie Indians. There were fifty-four regular soldiers in uniform, with twelve militiamen, and with the women and children of the post, and Captain Wells and his escort. For a mile and a half they marched along the border of the lake, the Pattawatomies in advance. Suddenly the latter turned to one side and commenced to massacre the garrison, which they far outnumbered. Capt. Wells formed a line of battle, and fought with desperation till the Indians called a truce. But it was only a ruse. Seeing a brutal Indian scalping some helpless children

before their mothers' eyes, he said, "Ah, I can kill, too!"—and in retaliation rushed toward some Indian children. The savages pursued him. Two faithful Indians ran to his assistance, but too late. His life-blood ran out upon the sand, and he expired. All the militiamen were killed, with twenty six regular troops, two women and twelve children. Twenty-eight persons were taken prisoners. And thus was Tippecanoe avenged. The Indian loss was but fifteen. Such was the warfare which the Christian nation of Great Britain waged against us. Although this massacre occurred a few miles beyond the boundaries of Indiana, the march of Capt. Wells and his heroic death, together with the fact that the attacking savages were gathered largely from Indiana, and the further fact that the prisoners were brought by the victors within our borders, all render the event one of local interest to Indianians.

Pigeon Roost is the name of a small station on the Jeffersonville railway, in Scott county. It possesses a mournful interest from the terrible deeds enacted there seventy-three years ago. Then it was a village of perhaps a dozen houses, scattered over an entire section, and was characterized by the thrift and high character of its population. At this time the men were for the most part away from home, engaged in defending various points, and not dreaming, perhaps, of danger at home. On the fatal 3d of September, 1812, a party of ten or twelve red demons devoted it to slaughter. Before reaching the hamlet they encountered in the forest two of the citizens, Payne and Coffman, whom they murdered, and whose gory scalps they hung to their girdles. It was just sunset when they reached the settlement. Mrs. Payne was probably preparing supper for her husband and the eight children who were gathered about her, and glancing perhaps with pride upon the results of three years' toil in the wilderness—happy homes, growing wealth, and all that could render life attractive to ambitious pioneers. The husband does not come. Alas, he will never come; yet all will be united ere the shadows deepen. There is a fierce, appalling yell, and the fiends are at once upon them. The mother struggles like a tigress, and the infants cling to her robes. In less time than it takes to relate

it, all are laid low. The tomahawk and the scalping knife have done their bloody work. The flames light up the settlement with lurid gleams, and the roof-tree falls as the inmates of the house have fallen. Thus died Mrs. Payne, with her eight little ones. Thus died Mrs. Richard Collings, with her seven children about her; thus fell Mrs. Morris and her only child, and the venerable mother of her husband—for murder spared the aged no more than the infant. Henry Collings and his wife fell together, while making a brave defense. Mrs. Briggs, with her three children, fled amid the shadows through the forest, and escaped. The aged William Collings, with Capt. Norris and two children, barricaded their house and fought the savages for three quarters of an hour, and then escaped in the darkness. Then all the homes were wrapped in flames; and mothers and children, husband and wife, not yet cold in death, were thrown among the burning timbers. And when the militia assembled there, the accursed place was desolate. The fragments of the mutilated forms were gathered together and buried in a common grave.

Think not that this was but the wreaking of a savage vengeance for imaginary wrongs. The scalps of heroic mothers and darling infants were worth their weight in gold at British forts.

Five days before the scenes just narrated, a similar fate had been marked out by the savages for the village and the garrison of Fort Wayne. Happily, the settlers had taken warning and abandoned their homes for quarters in the fort. On the 28th of August they were suddenly surrounded by five hundred of the savages who, contrary to Indian custom, had come to maintain a siege. The garrison was small. Constant, sleepless, brave, watchful care was necessary, to keep off the foe. How long they could maintain themselves thus surrounded, was a question which none could answer. Daily new attacks were made, and the delicate women of the settlement saw in the demoniac ferocity of the besiegers what would be their fate if the post should fall. Nights of horror succeeded days of despair. There was danger from within. Capt. Rhea spent the time in drinking rum and going about in a state of intoxication. The second officer in charge rose to the height of the situation, and arresting

his superior officer, confined him in the guard house. The days wore wearily on. Every house and fence, every vestige of civilization without the fort was destroyed before the eyes of the citizens. Food in the fort ran low. All were becoming wearied with watching, exposure, and anxious suspense. Slowly but surely the garrison was beginning to waste away, as brave men fell. Two weeks passed, and the 12th of September came. In the gray dawn of the morning were heard distant screams of rage and of warning to each other from the Indian bands. Soon great clouds of dust came into view, to mark the approach of the army of relief. Shortly after daylight Gen. Harrison appeared, with two thousand brave riflemen of Kentucky and seven hundred gallant men from Ohio. With them was the good chief Logan, the best of the Indian race, who aided his old Governor even against his own erring tribes. Thus ended the siege of Fort Wayne. Harrison was now an officer of the Federal army, and shortly after left Fort Wayne in charge of Gen. Winchester, to win his famous victories in Ohio and in Canada.

Detachments were sent out from the fort to ravage the Indian country, and destroyed the towns of Little Turtle and Onoxee, and other villages where supplies of food were stored.

THE OVER TEACHER.

BY A TOMPKINS.

“PROFESSOR, where do you teach this year?” “I superintend at ———. I have three teachers *under* me.” A recent paragraph announces that Prof. ——— has ten teachers under him. Just so!

Teachers { Over.
Under.

These two classes differ in many respects. One is over; the other, under. One is the regulator; the other, the regulated. The duties of the one are general and vague, consisting of whatever his caprices may determine; the duties of the other are definitely specified by the over teacher.

One might just now do a good thing for his country by helping to specialize the functions of this over teacher, so that he

would not simply be differentiated by spatial relations. One way to do this would be to show what his functions are not, using existing practices as examples.

In general, these over teachers do too much. Being over, they feel that they must do something; and *something* they do. A modern philosopher (Josh Billings, I think) said that a rat dog is a good thing, but if one had to keep rats just to keep the dog busy it did not pay. Now, these over teachers have invented a great many rats to keep the dog busy. Here are some of them:

1. Frequent and full examination of under teachers' daily and class record.

What necessitates this? Does not the under teacher know how to keep these? This little might be assumed to her credit. Is she a trifling girl who shirks the plainest duties and who has to be watched with suspicion by the over teacher? Such is the rare exception and ought not necessitate a rule for the whole. As a matter of fact, this under teacher will take more pride and care in keeping her own record in good shape than her over teacher. This is not an imaginary case, nor a rare one, but a rat to keep the dog busy.

2. This same over teacher sits in his office and makes questions for the periodical torture, and inspects the percents of the same.

This is a big rat which both worries the dog and gnaws the life of teacher and pupil. But, admitting that the almanac would go wrong without such events, it is not clear, except on the must-do-something principle, that this is a function of the over teacher. What does it assume?

First, that he knows the special work of each grade and each part of it better than the special teacher; which is not true.

Second, that a teacher may be competent to teach a subject and not competent to test upon it; which, also, is not true.

Third, that testing on work is something foreign to teaching and must be assumed by one having special insight in that line. This, also, is *vanity* and vexation of spirit.

Fourth, that the teacher is not honest, and will not make a fair test of her work. Of course, this could not be assumed of the over teacher.

We must assume that the under teacher is fit to teach, and this fitness implies the fitness to test her own teaching—is a part of that teaching. There are many reasons why we should expect her to be much better fitted to test on her special work than the over teacher, and, were it not a matter of tradition, or an everlasting itching to *oversee*, or a desire to keep busy when true and special over duties are not discerned, this rat would be dispensed with at a blow.

Such rats as the following are kept by the dozen:—the formal call upon each room, the statistics without end, the critical inspection of reports that need no inspection, inspection of promotion cards, the calling of teachers' meetings just to do something, making out pay-rolls, buying tin-cups and brooms, etc., etc.

It is time this over teacher quit fooling, and come directly to the work in hand. Let him work at the center of the problem which his school has to solve; and regulate his school from within outward instead of making the countless personal applications and detailed regulations permitted by position and authority.

DE PAUW NORMAL SCHOOL.

SOME THOUGHTS ON MUSIC.

BY W. T. GIFFE, SUPT. MUSIC, PUB. SCHOOLS, LOGANSPOUT, IND.

It is the purpose of our free schools to provide for the public good, rather more than for the individual good, on the principle that the public good is the individual's good; hence, the policy that has for its aim the greatest general good for the greatest number is in full conformity with the spirit of national education.

Every child in school is a character unto himself. It is by the processes of education that he is enabled to make discoveries within himself and in the world outside.

At first he lives within himself until his education by means of its different branches of learning puts in windows of light about him, through each of which he may look forth into some phase of the great realm of development outside of himself—the culture of his race—and thus enable him the better to choose the realm

of usefulness to which his peculiar forces and individuality is best fitted.

The "Three R's" should no longer be deemed a sufficient education. They are essential we readily grant, but to make them sufficient for the present age they must be *adorned*. As an adornment for the essential in any education, there is perhaps nothing more desirable than a knowledge of music and the ability to sing or play. Besides, to cultivate one musically is to cultivate him intellectually as well, for the study of music lays under contribution all the faculties of the mind.

It is a fact worthy of observation here, that the highest grade of both general and individual culture in school education to-day, is found in the cities and towns where music is taught in the public schools. The effect is ever elevating and never degrading. No danger of unbidden thoughts of evil character entering the mind of a child when he is singing pure words set to sweet melody.

Let the children tune their hearts to pure music: let the sweet minstrel of song be theirs to sweep the chords of love and good will, whether they toil with lessons or nimbly romp in the sunlight of the social hour, and the moral atmosphere about them will be materially bettered.

Music, when correctly taught, trains the ear to finer conceptions of the beauties of the tone world. What the eye is to the painter the ear is to the musician. The ordinary pursuits of life all tend to develop the perceptions of the eye far more than the ear. In seeing we learn to know the difference between objects as well as the distinction, and so classify with the eye with perhaps far more readiness than any one of the senses. Blind people show us often to what wonderful extent the ear may be developed in its ability to distinguish and classify tone impressions. This ability comes from the practice of *thinking through the ear*. Of course when this is done to the exclusion of the sense of seeing, the development becomes abnormal, but I see no general reason why our education should not be so managed as to teach the youth to *think* through either, or both, the eye and the ear. There is perhaps no study that will develop the ability to think,

analyze and compare through the sense of hearing so well as music. But even in the practice of vocal or instrumental music, the thought must accompany the act, else intelligent conceptions will not be formed.

As music is usually taught in the schools I think there is not enough attention directed to this one point, i. e., developing intelligent tone perception. This can only be done by resorting to such devices as will compel the pupil to depend solely upon his hearing.

The teacher who can sing should frequently sound a key-tone for the pupils first, then sing the syllable "la" to such tones as she may choose and have the pupils name the tones as they hear them. Teachers who prefer not to sing in this way, can accomplish the same end by placing a diagram of the tones of the scale upon the black-board and let the school sing such tunes as she may dictate with a pointer; at the same time have one or more pupils stand in the back part of the room with their backs toward the teacher, who shall listen and name the tones sung by the school.

Many other similar devices can be used to give variety to this work of training the ear. This will not help to make note-readers, but it will help to make better and more accurate singers. To know the name of a note is one thing, but to be able to sense the tone it represents is quite another matter. Both are necessary to good singing.

TERRIFYING STATISTICS.—The following chart, illustrating the comparative cost of intoxicating drinks and other items of expense in this country, is going the rounds of the newspapers:

_____	Liquor, \$850,000,000.
_____	Tobacco, \$600,000,000.
_____	Bread, \$505,000,000.
_____	Meat, \$303,000,000.
_____	Iron and steel, \$290,000,000.
_____	Wooden goods, \$237,000,000.
_____	Sawed lumber, \$233,000,000.
_____	Cotton goods, \$210,000,000.
_____	Boots and shoes, \$196,000,000.
_____	Sugar and molasses, \$155,000,000.
_____	Public education, \$85,000,000.
_____	Christian missions, home and foreign, \$5,500,000.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School]

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The real subject in education is the individual mind of each child, with its acquired habits and inherited tendencies. An evident proposition, then, is: If real teaching is done, each mind, with its peculiar habits and inherited tendencies, must be understood by the teacher; with its double corollary:—

(1) The number of pupils under the charge of a primary teacher should range between twenty and thirty. (2) The pupils should remain under the charge of a given teacher more than ten months.

The second proposition is: Mind being an organism, the heart (sensibilities) is no less an avenue to the intellect, than is the intellect to the heart and will; with its corollary:—

Suspicion and severity can never enable the teacher to obtain a standing place in the child-mind.

The third proposition is: Two rival powers compose the mind—the *carrying power*—memory (the servant) and the *thinking power* (the master); with its double corollary:—

(1) The aim of education is to make the mind strong and skilled as a thinking power, and not to make it full as a carrying power. (2) The most practical education is that which sends the child into the business world with power to observe closely and to think (reflect) accurately upon what he observes.

LESSONS IN FORM—I.

MOULDING IN CLAY.

Work for Pupils of the First Grade.

WHEN the child of six years enters the school-room for the first time, he has an indefinite idea in regard to the forms of objects around him, and in describing them his language is indefinite and hence incorrect. It is the work of the teacher to lead him to *observe* more accurately the forms of objects, to *describe* them in correct language and to *imitate* them as nearly as possible. Teach him the true names for such solids as the sphere, cube, cone, cylinder, prisms, and pyramid.

The examination of these involves the training of the eye. It must search for the peculiarities of each form brought before it, must compare and contrast one form with another, must distinguish a particular form when separated from other forms. The description of any solid involves the use of terms peculiar to it; but these should be supplied only when the child has found need for them. Until the flat surface with three sides and three corners has come under the child's observation he has no need for the term triangle.

The imitation of any solid in pliant material involves the training of the hand. Exactness and nicety here will depend upon delicacy of touch, which in turn is dependent upon attention to the sensations of touch.

When a child attempts to mold *a solid in clay* the teacher is enabled to perceive with what correctness he has formed the idea of the solid, (taking into consideration, of course, the natural aptitude of the child, as well as the skill which he may have acquired in constant practice).

In the first lesson present the *sphere*, which is the simplest form. Let the children look at it, handle it, roll it. Set them to work to discover why it rolls. Why it will roll in so many ways. Let them describe it as well as they can; then give the terms "curved surface." Let the children look for other spheres in the closet, in a box or basket, and describe, using the new terms. Ask the class to bring spheres from home in the afternoon. If the little folks are interested she will have on her table marbles, rubber balls, apples, beads, buttons, cranberries, grapes, etc., etc. She will find the class ready to name things they have seen having a spherical form; such as, drops of water, snow, bubbles, toy balloons, hail, oranges, cranberries, the ball of the eye, etc. The teacher should accept all material collected, and comparing each object with the true sphere, lead the children to state in what respect it is like or unlike it.

Being able to distinguish the sphere, to give it its proper name, to describe it, the pupils are ready to make spheres, i. e., to mould them in clay. They should first mould the exact form, and when this can be done readily and exactly, let them press it between the hands with a single blow, forming the spheroid; then returning to the exact form again, let the sphere be rolled gently forming another spheroid; moulding the sphere again, cut it through the centre with a wire, forming hemispheres. Press the hemispheres together, forming a sphere.

Now objects should be moulded which are somewhat like the sphere. The children will be ready to suggest an apple, a cherry, a nest with eggs in it.

The next solid studied may be the cube. The new terms are: flat surface, edges, corners, squares. Place a cube on each desk, let the pupils examine and state the results as well as they can, then supply the needed terms. Ask why the cube does not roll. Upon what does it stand? Place it upon an inclined plane and have some pupil describe what he sees. Let the pupils find

cubes in the room, then bring examples from home, then name objects like a cube; such as, a box, a coffee-mill, a block of ice, a part of a building, an ink-stand, etc. As a summary, have the pupils state all that has been learned: the cube will stand or slide; it will stand upon one flat surface; it has six flat surfaces or squares, eight corners, twelve edges. The cube should now be moulded, first making the ball, then gradually forming the surfaces with the fingers. Encourage pupils to bring objects for imitation in the class.

The study of the cylinder will give the new terms—circle, and curved edge. Objects having a cylindrical form are numerous. Some of these are: the stove-pipe, pencils, boiler of an engine, pin, needle, rolling pin, bottle, broom-handle, fingers, arms, body, telegraph-wires, etc.

The square prism will give the new term oblong, the triangular prism the new term triangle. The cone and pyramid have each the term point.

The same order should be observed in the study of each, viz.:

1. Study the solid until the pupils are familiar with the terms used in describing it.
2. Find like solids in the room.
3. Bring from home solids having a similar form, as fruits, vegetables, etc.
4. Name objects of like form seen on the street or other places; such as, parts of a building, fence or tree, flower, pebble, shell, etc.
5. Compare and contrast one solid with another; e. g., How is the cylinder like the cone?
6. Mould the perfect form in clay.
7. Mould like forms in clay.

APPARATUS.

1. A set of models should be procured before entering upon the study of form as here presented. Prang's models (prepared for this purpose and enclosed in a neat wooden box) are excellent; they are perfect in form, large enough to be seen from all parts of the room, are made from hard wood, painted white. Models can be made from white card-board which will answer the purpose if carefully made.

2. A moulding board for each pupil. It should be made of thin plank (eight inches wide and twelve inches long is a convenient size), with rounded corners and beveled edges. A carpenter will prepare these boards at a cost of five cents per board. If the clay be fine and pure the slate may be used instead of the board.

3. Clay. A good quality for moulding can be had from Mr. H. C. Sweet, Eldora, Hardin county, Iowa.

4. A small towel and sponge, which are to be kept at the desk, to be used in keeping the hands neat and clean.

FANNIE S. BURT.

OUR HOME.

Man has a home—the soul has a home.

The body is the earthly home of the soul.

By comparing the two houses you will find them alike in all their essential parts. Each house has a frame-work which gives it strength and shape. The skeleton of the body is composed of bones instead of timbers, secured by cords and muscles in place of nails.

That the interior of the house may be well protected, this frame work is enclosed in a strong covering. The muscles or flesh form the covering of the body. The clapboards the covering of the house. This covering has an outer dress, which is both ornamental and useful, the skin and the paint.

Each house is well supplied with openings for ventilation, air and light, together with a means of communication with the outside world. The body's ventilator or chimney is the nose. Its windows the eyes. Its door the mouth. Its eaves the eye-brows. Its blinds or awnings the eye-lids. The body has all the modern improvements. Its telephone is the ear. Its elevator the hand. Unlike a house the body is capable of being moved wherever the owner directs.

Each house is divided into apartments suited to the convenience of its inmates, each room having its own appropriate furniture. Man's house may have one or more stories; but the house of the soul always has two. The soul or mind resides in the

upper story in a part of the head called the brain. As the mind never leaves this part of its house, the brain is often called the mind's office. Here the soul thinks, acts, and sometimes sleeps. By the aid of five faithful servants it gains its knowledge of the outside world. From this office the soul directs and governs its busy workmen, that are found in every part of the house. In order to do this the mind has little white cords, or nerves, running, like telegraph wires, from the head station, the brain, to every part of its house. Some of these nerves are so very fine it is impossible to count them.

That part of the house where the soul stays is curiously and beautifully fitted up. Its walls are hung with many and varied pictures, for the soul keeps constantly employed a wonderful artist, the imagination. This artist can reproduce any picture the mind has once seen or create a new one; as it takes its patterns from nature the pictures may be very beautiful. On the shelves of its library the soul stores away for safe keeping, such bundles of knowledge as it has gained from time to time. The light which passes in at the little windows strikes a black wall at the back of this room and reflects images in the same manner as the mirror or camera. These images may have any desired size. Beautiful circular curtains fastened nicely by their outer edges to the inside of the windows, regulate the quantity of light in the house. In the lower part of this room is a music box, its cords are made to vibrate by means of the air which comes from the lungs.

The lower story of this house contains a kitchen and chest, and mill for grinding its food, and a work-shop containing a number of rooms, and many halls or passage ways. While the mill grinds the food a number of small factories are busy making and pouring in a liquid to moisten it. In the kitchen or stomach the food, after it has been changed by a curious process into a white fluid which resembles milk, is sucked up by little mouths and carried into a long canal, which in turn sends it into the blood. This blood contains all the building material which the soul uses in building and repairing the different parts of its house. That this building material may reach all parts of the house it must be sent by little tubes to the force-pump in the chest.

In the chest is found the furnace which keeps up the fire which gives life and warmth to the body. The fuel is the pure air. You may have noticed the smoke coming from the furnace in a cold day. Connected with this furnace is an apartment where all the impure blood can be made into pure blood. Running from the furnace to the pump or heart, and from the pump to all parts of the house are two sets of pipes filled, not with "hot and cold water," but with pure and impure blood. The pump, besides forcing the blood to and from the furnace, also regulates the time-keepers in the different parts of the house.

In the work-shop is found the machinery for breathing, eating, etc. The body like the house needs constant attention and must often be repaired.

Unlike man's house the body can never change owners. When death stops the machinery which the mind uses so busily, the soul leaves its earthly home, and returns to its Creator to render an account of "the deeds done in the body." We can not see it go. We see only its vacant house, with its brain, muscles and nerves quieted forever.

"Life and thought have gone away,
Side by side,
Leaving door and window wide;
Careless tenants they."

CORA HILL.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]



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PRIMARY READING.

MUCH is being said now concerning primary reading. Some of it is sense; much of it is sentiment — which alone is nonsense. The old-fashioned methods of teaching primary reading were either chance (accident) or the method of the high-school applied to the primary school. As Herbert Spencer has pertinently pointed out, in education, as in other lines of human thought and endeavor, the pendulum swings from one extreme to the other. We have abandoned the extreme of the

alphabet-method and gone over to the other zero-point of the extreme word-method. The alphabet-method was unconscious; the extremists of the word-method try to render much conscious to the child, and to themselves, that properly is unconscious. The alphabet-method was synthetic; the extremists of the word-method are severely analytic. To the old foggy who used the pen-knife method, idea, written word and spoken word were all one; to the extremist who thinks the word-method has a corner on the totality of truth, these three elements are individualized with an emphasis like that of the dyspeptic's stomach. The antithesis might be detailed *ad infinitum*.

The word-method is good, very good. But it has not a patent-right on the whole of truth. The attempt to cross lots from the written word direct to the idea, without the intervention of the spoken word seems an exaggeration. No good teacher would neglect the ideas represented by spoken words, in teaching by the word-method. If nothing else did it, the requirements of variety and drill would induce the teacher to constantly refer to the idea and to the thing itself. But the fact still remains untouched that primary reading is concerned with teaching a vocabulary of written words *corresponding to* an oral vocabulary already known, and the association of the written word with the idea or the thing takes place through the oral word. Nobody, who understands the matter, ever claimed that the written word represented the spoken word. But a real attempt to associate the written word with the idea without the aid and intervention of the oral word, would be a silly pantomime, roundabout in method and wasteful of time. Besides, no one can deny that a secondary association, between the form of the written and the form of the spoken word must be taught either consciously or otherwise. It would be a poor economy of teaching-force that would neglect the association of the *forms* of the two kinds of words in teaching the *forms* of written words, which is a necessary step toward teaching the association of the written word with the idea. It may be that some poor teachers of the word-method have stopped with the oral word and not gone on to the idea represented by the two kinds of words, but this does not invalidate the fact that

primary reading in its word-phase is most economically done by recognizing the *correspondence* or *coördinate relation* of the oral and written words—*coördinate* in representing the idea or thing.

S. S. P.

IS THE MIND AN ORGANISM?

Is the mind an organism? No! But we have always been told so, and now you come along and knock our idol off its pedestal and rudely lay it in pieces! Yes; if my "No!" is correct. The mind, in itself, does not come into consciousness at all. Strange! Strange, but true. Consciousness, except in that higher form we call reason, has nothing to do with the mind in itself. Why then has ordinary psychology—the psychology of every-day life and that of the school-room—insisted on saying that the mind is an organism? This is the reason: consciousness is a lighted area into which shadows of things come. These shadows are ideas, but not things in themselves (Kant's *das Ding in Sich*). The shadows of things are observed, classified and explained by referring them, as classes of actions, to a capacity in the mind itself, for their production. This capacity we call a faculty: thus we refer all acts of knowing to a capacity we name intellect. But this classification does not by any means apply to the mind itself. Classification rests on the relations of quality, whole and part, cause and effect, etc. Now these relations exist in the mind and not the mind in them. So when we say that the mind (meaning the mind as producer of its own acts) is an organism, all that we can mean is that its classified acts bear the same relation to one another that the various spatial and functional parts of a plant or animal bear to one another. This expression, then, is merely a figure of the imagination used for convenience, and, like all such figurative expressions, does not state the exact truth. Evidently the mind is like neither plant nor animal, however much its actions resemble either, and we are applying one of the picturable ideas of the understanding to an unpicturable idea of the reason, thereby confusing things that are essentially unlike.

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

+ HELD IN PLYMOUTH CHURCH, INDIANAPOLIS, DEC. 29, 1885.

TUESDAY EVENING, December 29.

The State Teachers' Association organized its thirty-second annual meeting in this place at 7:30 P. M. Prayer was offered by Hon. Barnabas C. Hobbs.

The retiring President, H. B. Hill, stated that it had become customary of late for the retiring president to retire without making a formal speech, and that he should not depart from this rule. As the interest of the audience was fixed upon the rising rather than the setting sun, without further remarks he introduced his successor, Prof. E. E. Smith, of Purdue University, who spoke on

"THE PHILOSOPHY OF LIFE."

He said: The Spirit of God brooded over a measureless and empty space, and there was a beginning—the heavens and the earth. The earth was without form and void; then Intelligence gave to it definite shape. The story which the geologist has read to us from its rocks is a story of order, of plan, of systematic accomplishment of some unrevealed design. And these things were not wrought out hastily or spasmodically, but with a patience, a persistence, a disregard of time, and an order that manifested some great force working toward an end.

But we need not confine ourselves to our own little world for evidences of law in the inorganic and the inert. So fully did Sir Isaac Newton realize the unity of the universe, that, upon the discovery of the law of terrestrial gravitation, he at once began to generalize it into a law of the planetary system, and to surmise its influence among all the worlds that people infinite space.

Passing into the realm of the organic we realize some of the purposes of the changes which lifeless matter has undergone. The plant life of the globe presents unity in variety—perfection, utility, beauty, in that which lives, but which feels not, moves not, and can neither enjoy nor understand the marvelous power which it asserts in the great world about it. Plants, like the irrational animals which chiefly feed upon them, look neither before nor after, and yet each has a law of its own; beginning, growth, development, maturity. But plants and brutes, while throwing some light upon a previous order of things, are in themselves inexplicable. Nature is, so far, realized thought: but to what end?

Nature knows nothing of her own mutations, nor does she in any particular will or feel as to ends beyond herself. Man, without mind, is as truly earth-born and earth-confined as the plant and the brute. Yet no intelligent observer can doubt that nature is not an end within itself, that it is only a step in the accomplishment of some ulterior purpose, and must be under law. To hold that chance governs the universe is to go in opposition to all observation, thinking and testimony as shown by the records of at least four thousand years. The truth underlying all this was first suggested by Kepler when first were revealed to his mind the great laws of the solar system:—"O God! I thank thee that thou hast permitted me to think thy thoughts after thee."

The scientists all will tell us that the sciences are not within the lids of a text-book but in the great material world itself, and he who would teach the wonderful truths involved in these subjects, must himself first be a learner at nature's school. Through all the physical world there is seen to prevail law, order, plan. This evidences that back of the irrational and inorganic was a plan and a planner. Are not these works, in a sense, a part of Himself? And is it not true that all known intelligence has the deepest interest in that which is the product of its own thought-evolution? Shall man, the thinker, then have no knowledge of his origin and his end? By degrees he learns that there is a higher wisdom to which he owes his being. The very conception by the finite mind of the infinite argues that such a Being is. Thus man's deepest thought of himself unfolds God. The ego finds its own completion and the realization in God.

From this recognition of a Supreme Conscious Intelligence and love, the will is laid under obligation and the duty of the individual to the Creator made manifest. The human will is therefore determined to recognize the Divine Will as supreme; to look upon God as the harmonizing element of the world's discords.

Man finds within himself an instinct compelling him to commune and to combine with his fellow-man. At the basis of this social life also lies the idea of obligation which implies a fixed law with a moral basis, involving in its widest application the adapting of means to the noblest ends. What are these noble ends?

Personal good may be and often is the most ignoble of aims. To this truth humanity attests by the honor which it has ever bestowed upon its sacrificing heroes. Pleasure is not the noblest end. It does not satisfy the profound wants of the soul, and it rests upon the physical state of the body which ever fluctuates. Nor is utility a high mark for life-effort, for it is self-destructive. These are not ideals. They do not deal with motives—the essential elements of moral acts.

The highest force operative in the life of our race can not be limited by the visionary good of the utilitarian philosopher; by the personal passions or appetites; by the selfish interests of the individual; nor by the temporary good of some community or state. It must have a criterion as broad and deep as life itself, a principle that can measure the deeds of all the ages—executing justice and mercy from the stand-point of eternal wisdom. This alone can proceed from the Infinite Truth and Infinite Love which are made manifest by universal beauty—beauty in the inorganic, in the organic but material, in the spiritual—in that which is the outgrowth of all these coöperating together—a noble, a generous, a wise, a godlike manhood and womanhood. Man's actions then, should be governed by his own sense of the highest good, irrespective of immediate consequences and with a sublime sense of bringing humanity into harmony with eternal principles.

The whole created universe must be an evolution of God's eternal thought. The primary condition of the philosophy of life is faith in the True and the Progressive; an unspoken belief that that which now is, has not always been thus, but is a product in a vast evolution which has a meaning and a substantial basis.

Passing beyond self to the community the question arises, Must law and order prevail here also? How far do my obligations and the rights of others bind me? The answer to this man has gradually ascertained through the long and varied experience revealed by history. For his responsibility increases as civilization develops. The different forms of government with their various modifications are only phases of the

efforts of humanity to reach that ideal legal system in which the relations of the individual to society may be harmoniously adjusted.

Man's obligations are not alone to his own time and his own rationality. He is a citizen of the universal humanity in all ages. He inherits from all who have preceded him, and hence can impress upon those who follow. The world is either better or worse for every man who has lived in it.

The following conclusions have been reached:

1. That nature has reached its purpose and its climax in man.
2. That human life is a steadily increasing aggregation with ever widening possibilities and graver responsibilities—the outgrowth of man's consciousness of God and of his own freedom of thought and of action.
3. That human life is also an unfolding of God's eternal counsel, and hence is a progression involving a purpose and tending to some end.

Have we evidence in history to sustain these conclusions? We can only hope to hint at the proofs which may engage your thought.

I. Nature has reached its purpose and its climax in man. Man has ever asserted of nature, "This is mine; mine to use, mine to enjoy," while the plant, the brute, the stone, make no such assertion as to man. His sense of Beauty is magnified by all the glories of both Nature and Art, and his power in mastering nature is constantly increased by the use of those materials which Nature herself furnishes. And though the individual man feels that the body which he is using is shortly to become a part of the material world about him he boldly asseverates, "I am superior to this, for upon it and with it I build."

II. Human life is a steadily increasing aggregation, with ever widening possibilities and graver responsibilities—the outgrowth of man's consciousness of God and of his own freedom of thought and of action.

III. Human life is also an unfolding of God's eternal counsel, and hence is a progression involving a purpose and tendency to some end.

Man's ideal life is his real life, and his outward act is but the expression of that life so that it can be measured and appreciated by others. We are accustomed to measure a man according to his measure of himself as manifested in his deeds. The stream can not rise higher than its source. In the negro, Chinese and Indian, human life is in its infancy, and with those races life runs in a perpetual circle. In the early Asiatic governments man was in bondage. On the borders of the Aegean Sea, however, a change finally began. The Greeks have furnished the civilized world ideas and models which have been felt in all the world since then. They took the deified forms of Asia and humanized them. But Greece was divided, and jealousy and envy destroyed what had been made great. But out of the ruin came improvement in the addition of the firm Latin prose to the Greek poetry; the law of the Roman to the system of the Greek; yet it fell far short of perfection.

The advancement of the Greek was great, but it was so that it might reflect glory upon Greece; the progress of the Roman was wonderful, but it was designed to make the name of being a Roman great. There was needed, to complete the model personage for the human race an individual who could sink the ego in a broad and generous unselfishness: who, while neglecting not the things that belonged to Cæsar, could render to God the things that belonged to him: who could measure the height, the depth, the breadth and the fulness of the very loftiest ideals of pure and conscientious life. This great personality was the Incarnation, the God-man, Jesus of Nazareth. This life is the

central point in human history. Henceforth the true freedom of our race is to be the freedom of the Individual, and the glory of the ruler and of the nation is to arise from individual citizens, not the glory of the people as a mass to descend from the monarch.

When this new phase of human progress shall reach perfection, when individuals have passed fully from the control of impulse to the control of reason, then will be explained the purpose and the end of man's anomalous condition on earth—Spirit incarnate in matter. Toward this, it is believed the forces of civilization are now tending. Liberty of the individual and self-government are to stand side by side with reverence for the Divine Law in itself and as written upon the human heart. The state is to be determined from the character of the individuals composing it, and the freedom of these lies, not in the character of their institutions, but in their submission to the moral law within.

This moral law requires a striving after perfection; hence produces perpetual change in individuals and in the organizations designed to accomplish their purposes. Now if man, in the mutations of history, had shown no improvement to-day over his state twenty centuries ago, and had never shown a purpose to make the life and the teachings of this Individual the essence of his own life, then we might justly conclude that his profoundest inspirations are but delusions, that the world is ruled by chance, and that there is no Divinity to aid man in shaping his ends. More than this, man in his purposes, even when they seem good to himself and to his associates, is overruled, defeated, destroyed by the onward march of a spirit of progress. Those who move with the current go forward; those who resist it are crushed.

The striking feature of the civilization of modern Europe and America is this: that its brightest geniuses, wherever brain and heart and will are working to leave an impress upon the present and future generations, the noblest workers design to produce christian manhood and womanhood. This is the philosophy of the evolution of the ages: that the good is true, that the true is good, and that the manifestation of both in life is the consummate beauty.

Archimides boasted that if he had a lever long enough, he could move the world. That lever has been found. It is the noble, the moral, the Christlike man or woman. The teacher's special province is to develop this man or this woman. He is therefore at the power end of the lever, and the force which he shall bring to bear upon it depends not alone, not chiefly, upon what he knows of subjects, of science, of method, but upon what he is. The silent influence of the educator is the true measure of his power.

D. E. Hunter, a charter member who recently removed to Texas, said: I wish to answer a question that has been asked by about every person I have met since last September, and by every one I met on the way from the Rio Grande to the Wabash: "How do you like Texas?" Pretty well. It is a big thing. A person would be hard to please who could not find something to like in Texas. Plenty of room down there to grow. We have short-horned cattle here; they have long-horned down there, because there is more room for the horns to grow!

Do you know why Texas is called the "Lone Star State"? Of course you don't. You haven't been there. There is so much of Texas that when the sky is stretched out and fully covers it, you can only see one star at a time! It is a wonderful country down there!

I come now to make my annual address. "Please enroll!"

Since I have been permanent secretary and treasurer I have collected statistics which are valuable. I have collected and paid out about \$1500. As my stay in Texas may be permanent, it will be best for you to have some one in the office here in Indiana. Again thanking you for your confidence, I desire to tender my resignation of the office of permanent secretary and *ex-officio* treasurer.

On motion, the resignation of Mr. Hunter was not accepted, and it was decided that he should have two assistants, to be selected by himself.

The report of the executive committee of the Reading circle was then submitted to the Association by Prof. J. J. Mills, as follows:

To the Indiana State Teachers' Association:

The board of directors of the Indiana Teachers' Reading Circle present herewith their second annual report:

In June last an examination was held upon the course of reading assigned for the year 1884-'85. Eighty-eight members of the Circle presented themselves for examination, all but six of whom were successful in all or a part of the branches involved. To all these certificates of standing have been issued.

The interests of the Circle were presented in a majority of the county institutes held during last summer and autumn.

Ten thousand copies of the annual circular setting forth the plan of organization and the course of study for the present year were distributed through the county managers to the teachers of the state, a copy of which is made a part of this report. Special attention was also called to the work of the Circle in the outlines for county and township institutes issued by the State Superintendent.

The board of directors desire hereby to acknowledge the encouragement given to the Circle by the action of the State Board of Education in providing for the acceptance of Reading Circle examination certificates in lieu of examination upon the Theory and Practice of Teaching for county and state licenses.

Difficulty has been experienced by the board in securing returns of membership from the County Circles. Reports have been received to date from 42 counties, showing an aggregate present membership in those counties of 1628. Membership fees have been received by the treasurer of the board to the amount of \$343.

We are informed that a large number of teachers in the state have purchased the necessary text-books and are engaged upon the course of reading prescribed for the Circle, who have not joined the organization by forwarding their membership fees to county managers. One county reports over 100 teachers doing the work under these conditions, another 50, another 36, and so on. From the facts at our command we are led to believe that in a majority of the counties of the state a greater or less number are thus availing themselves of the benefits of the Circle without contributing any material aid to its support.

An exhibit of the plan of organization, course of reading, text-books, blanks, etc., of the Circle was made at the Exposition in St. Louis in October last, eliciting much interest amongst teachers from various states who were visitors there. Steps have been taken to make a larger exhibit, including the questions and results of the past annual examination at the Exposition now in operation in the city of New Orleans.

Our financial report is as follows:

Carried forward from last year.....	\$101 40
Received this year.....	343 00
	<hr/>
Total.....	\$444 40
Expended since beginning of this year	103 05
	<hr/>

Balance in treasury\$331 35

At the last meeting of the board of directors, Prof. Geo. P. Brown presented his resignation as a director of the Circle on the ground of his removal from the state. The vacancy thus occasioned should be filled at the present meeting of the Association.

Messrs. R. G. Boone and H. M. Skinner also retire from the board at the present time by expiration of term of office.

On behalf of the board: J. J. MILLS, *President*.

H. M. SKINNER, *Sec'y and Treas.*

Mr. Mills then tendered his resignation as a member of the board of directors of the Reading Circle on account of the time and thought which duties of this kind require, and which he could not devote to it.

On motion, a committee of five was recommended to be appointed by the president for the purpose of selecting persons to fill the vacancies on the board of directors.

Messrs. Hadley, Bell, and Seiler were appointed a committee on teachers and positions, to act during the Association.

The President was instructed to send greeting to the sister States of Illinois and Kansas, whose Associations were in session.

WEDNESDAY MORNING, Dec. 30.

Prayer was offered by Rev. O. C. McCulloch.

The following persons were appointed as a Committee on Resolutions: S. S. Parr, D. M. Nelson, Elias Boltz, J. R. Starkey, Mrs. Mattie C. Dennis.

Samuel Lilly, of Gosport, was appointed Assistant Recording Secretary.

Mr. Hunter reported S. E. Harwood of Spencer, and W. F. Hoffman as his Assistant Enrolling Secretaries.

The Committee on Nominations for Reading Circle: M. A. Mess, Hiram Hadley, John W. Holcombe, J. C. Black, W. H. Wiley.

The first paper was by J. W. Holcombe, Supt. Public Instruction, on "The Social Influence of the Teacher." [This paper will be printed in full in the Journal.]

The discussion was opened by W. J. Bryan, Prof. of English, University of Indiana. In the course of his remarks he said:

The real thing in which we have advanced is in the universality of education. It would be a difficult task to show that our educational processes and results are better anywhere than those in Athens 2200 years ago, but in this advance of free schools and free government we have a splendid spectacle, and we have the assurance that the progress in the future will be in the same direction, and that in the future the thing before us is education by the state for all. The danger which this involves is a problem I am not prepared to solve; that of too large

a number of men being educated beyond the point of work. This danger may be mitigated by a better conception of life than most people have. It is said that most people live a sort of vegetating life. It is the business of the teacher to teach men that there is a spiritual life into which they can enter which is higher and better than a material existence. The best poetry is not that which is divorced from all material things, but is found in common life. That is the best religion which does not live in a cave, but penetrates life with itself.

In regard to the main point social influence is the main thing. Two summers ago I spent part of my vacation in a country neighborhood and came upon the traces of a *man*. It had been a good many years since that man was there, but the impression he made is still clear. Long ago he went there to teach. What he said, what he taught, what methods he used, what books and papers he read, I know not; but if you will go there to-day you will find among all classes and conditions of people the most satisfactory evidence that that boy teacher was a *man* in his inspiring, quiet, social influence. It seems to me we have scarcely any task but to bring those who need education into contact with a *man*, and our business is to give that man a chance with college and normal school and books and journals. In any school, from the free kindergarten up to the post graduate university, the best we can do is to place in their midst a man or woman who is wise and strong and good. If the child world about us is to grow up into righteous manhood and womanhood, it must have a chance to see how righteousness looks when it is lived.

Mrs. Moffitt, of Rushville, said: The children are taught from the moment they enter school that if they get a better education they will not have to work. It is not the fault of education, but of teachers and parents who hold before the child's mind the thought that if he is educated he will not have to labor. If those preachers who go to gymnasiums for exercise would saw their own wood and carry home their own baskets of potatoes they would set a better example. And if women who go to skating rinks and dances and all that sort of thing to get strong, would do their own washing and ironing, and teach the girls how to wash and iron beautifully and economically it would be the better way. I believe in industrial schools when practicable. Yet the children can be taught to labor at home, and I believe if parents and teachers would stop this nonsense in saying, "If you get an education you will not have to work," the children would know nothing about it.

Mrs. Mattie Curl Dennis, of Richmond, presented the next paper; subject, "The Truancy Problem." The following is a summary:

The substance of what I have tried to say is this: That it will not pay for the *teacher* to punish for truancy; this is the duty of the parent or guardian. The teacher should tax his powers to the uttermost to *win* and *hold* the pupil; but he is not the one to send him to school.

The teacher should immediately, in person, inform the superintendent and guardian of any case of truancy that may occur.

The superintendent should coöperate with the parents in assisting them to overcome the difficulties in the child.

It might possibly do good for the superintendent to punish the boy, as he does not have to go to school to the superintendent.

Let the truant come to school when he *will*, and do him all the good you can so long as he does not seem to injure the school; when he does affect the school, have him removed immediately.

Some material changes in the course of study would tend to remove the difficulty, by creating higher interest in the school; or as some suggest, let a reformatory school be instituted for the prevention and cure of truancy.

The discussion of the paper was opened by E. H. Butler, of Winchester. He said: I think I am right in saying that this is one of the most difficult questions of school government that we have to deal with. There are two forces at work in the mind and heart of the child; the forces of evil and the forces of good, and upon the victory of one of these two forces depends the future life of the child. The training of the child begins at home but can not be confined to the household; he soon grows out of that and becomes a factor in the community in which he lives, and the community is an interested spectator of his progress and development. He has still another guardian; the state is an interested spectator, and it has prepared for the right education of the child, so that when it becomes a citizen it is prepared to discharge the duties of a citizen.

The relation between the family and the school is not as it should be. The parents do not take the interest in the school that they ought, and the teacher does not take the proper interest in the child's home training. The school that does not follow out the development of the child's character begun in a well regulated home does not do his duty. The boys who make the truants in our schools, are those who have no home training. In many of these we find the possibility of a bright young life; if that can be developed by the school, we have gone far toward solving this problem.

The superintendents of some reform schools think the chronic truant should be ranked with the petty thief. It is one of the most difficult vices to deal with.

W. H. Wiley, Terre Haute, said truancy must be cured in the schools. We must take things as we find them. We can not afford to wait to educate the parents, so that they may educate the children, because the children are now ready for school. It strikes me that the burden of this whole affair rests with us as teachers. When we are sick we send for a physician: we expect him to come until we are well. We give a truant one dose of medicine and expect it to cure him. This matter of truancy is a deep-seated evil that must be treated for a long series of years. If one remedy does not cure we must try another, and another. Let us not exclude the children, but keep them in school as long as possible, because one truant in the street is worse than a half-dozen in the school.

Mrs. Emma Mont. McRae, Prin. of Marion high school, presented a paper on "Is it the Aim of the School to Train the Body?" The following extract is given:

In the progress of thought it is coming to be recognized as a truth that upon physical condition depend mind activities. The example frequently cited of rare and beautiful work accomplished by invalids are only seemly exceptions. Enforced leisure and sometimes great anguish of soul and body have enabled one attuned to the deeper melodies of the heart to touch the chords of sympathy that have been made manifest through suffering. So prone are pupils to argue from real or seeming exceptions that we are frequently confronted with the statement that the greater the disregard of physical conditions, the greater the exemption from penalties of violated physical law. Without taking

into account the vast number of innocents who become the victims of ignorance in some form, we are told that the children of poverty and filth are the ones that survive, while the carefully reared children of comfort die. Statistics bear incontrovertible testimony to the fact that a greater proportion of the children of the well-to-do, (the children who are properly fed and clothed,) live. Those of the neglected classes who do survive have so much tenacity that they often furnish a misleading example of endurance. In the light of present knowledge, regarding the influence of bodily condition upon domestic animals, it will not be deemed that the human species is capable of physical development in harmony with its environment.

When man had the wilderness to conquer, when upon his fleetness of foot and keenness of sight depended his daily food, when his life was in constant jeopardy from his own kind, then those who survived the struggle for existence of necessity developed a sort of physical vigor no longer needed.

The conditions of life have so changed as to diminish the demand for the free, unrestrained exercise of muscle, that, in the childhood of the race, was essential. Since work in the open air furnishes elements conducive to health, the false conclusion is often drawn that hard labor out of doors is the only means to perfect health. In an ideal state of society when there shall have been such an adjustment of the world's industries as may come through the spread of intelligence, there will be less need of hard physical toil, and in proportion will be the necessity for a training that is systematic.

It should be an aim of the school to train the body.

E. A. Bryan, of Vincennes, moved that a committee of six be appointed to consider the Trustee Problem. Committee: E. A. Bryan, Vincennes; John W. Holcombe, State Supt.; H. B. Hill, Aurora; B. C. Hobbs, Bloomington; J. K. Waltz, Logansport; Jno. M. Bloss, Muncie; Dale J. Crittenberger, Anderson.

John P. Mather, of Warsaw, led in the discussion: It will be conceded by any one who has given the subject even the most superficial thought that a good mental development is scarcely possible without fair development of the physical faculties. If my choice had to be made between vigorous physical health without mental training, and a well trained mind with physical infirmity on the other hand, I should choose the former and trust to time and experience to remedy the latter. The highest mental development of the mind at the expense of the body is to be religiously avoided.

There is too much demanded of the school. We are expected to direct the mental development of the children, to exercise the authority of the parent not only during school hours, but a certain amount of police supervision over them on their way to and from school. We are held responsible not only for the behavior of the children while under our charge in school, but are blamed for their lack of good manners at home. The state requires that moral instruction should be given in school. Is not this training of the mind and morals all that should be required of us? I think we have already more upon our shoulders than we can very well carry. While I have no fault to find with all means of physical development, I do not think they are within the province of the ordinary public school. It does not seem to me that it comes within the province of the school even to furnish a play-ground. The school is not the place for play; that belongs away from the school questions.

Next was a brief address by Lin. H. Hadley, Supt. of the Rockville schools, on

“TENURE OF OFFICE OF THE TEACHER.”

It has been generally conceded that the teachers as such properly belong to the civil service, but whether as public servants their tenure of office should be made definite by statutory provision remains to be determined. No one questions the efficiency which experience stamps upon any calling. When the lines between professions and trades shall be distinctly marked, labor will be more productive because it must be concentrated for life along one line of purpose and action. In the East it will soon be as in Europe, once a watchmaker, always a watchmaker; once a schoolmaster, always a schoolmaster. The pay will come when we in the West will be thus circumscribed, but it is not yet. All will become specialists when the density of our population reaches that of Europe. Then it will be that the best thought and energy of men and women will be required to sustain them in their positions. As it is now merit is not always rewarded.

The presumption is that patronage will bestow its rewards justly and according to the measure of value received. There are exceptions, but only where prejudice or revenge asserts itself, and neither can be annihilated.

The tenure of teachers can be made secure,

1. By training a body of efficient teachers.
2. By raising the professional standard to such a plane that incompetents can not attain it.
3. By creating and fostering a healthy public sentiment in favor of it.
4. Through the civic relation of the teacher himself.

By efficient teachers because only the best trained talent of the race should be employed in moulding the character of a generation of people, and because a competent teacher's services grow more valuable from year to year, while those of the inefficient become less vigorous and effective until finally no amount of propping up can sustain them, much less the removal of the annual election clause from the statutes, by which, like a canker, they would eat out their own professional life and at last be cast off as empty shells.

A school teacher is a citizen. He has civic rights which he ought to assert. He is directly interested in the appointment made by the town council on the school board. He ought to be a politician to that extent that he may have as much to do with manipulating that appointment as any other man. No other citizen knows so well as he the qualifications requisite for a school trustee.

Let the length of the school year be made sufficiently long and wages sufficiently high (conditions that must inevitably come) to give the district school teacher representative standing as a man and as a citizen, and his influence, properly exerted, would go far toward manning the township trustee.

AFTERNOON SESSION.—Mrs. E. S. Barnes, of La Fayette, read a paper on “The Æsthetic Element in Child Culture,” from which a brief extract is given:

A just and proper cultivation of the æsthetic faculty in the child would, in the first place, add to his happiness. The very essence of æsthetic taste is pleasure. Through this sense two avenues are open whereby the sense of human happiness may be increased. One may

be an artist and supply the sources from which such enjoyment springs ; or he may be a teacher and enlarge the capacity for such pleasure by enabling the pupil to interpret the true, the good, and the beautiful in every form of art by which mind addresses itself to mind : by enabling him to enjoy true beauty wherever found ; by enabling him to find beauty in his daily occupation in nature and in humanity about him.

Second, that it secures order in the school-room and propriety of conduct everywhere ; that, as a consequence of this, the whole circle of associates would become more refined through such influence and example.

Third, that better work is received by the increased interest insured in its execution, when beauty becomes one of the elements of excellence.

Fourth, that an elevated standard of moral worth resulting from an appreciation of the true, the good, and the beautiful, would secure a corresponding elevation in the whole moral character of the pupil, thus fitting him for the highest sphere of enjoyment and usefulness. Hence, "although æsthetic taste does not necessarily accompany deep learning, broad intellectual training ought by all means to embrace the most desirable form of culture."

W. N. Hailman, Supt. La Porte, opened the discussion of this subject: There is a tendency to regard man, who is one, a collection of many things ; as a complex thing made up of a little soul and a great deal of body ; the soul is cut up into a little of mind, and somewhat of feeling and willing : the mind again a jumble of faculties, each distinct and separate. There are those who think it possible to educate man a little here, a little there, and a little in another place : to have physical training, intellectual training, and moral training. As if there were any training which could be one of these and not somewhat of the others. So it has come that the æsthetic side of man's nature and the moral side have been neglected as not very useful, not practical, not belonging to the bread-and-butter side of the human being which is so essential.

It happens that the æsthetic side of man's nature is also the most prominent. Whatever comes to man from the external must come through his feelings, and whatever proceeds out of him must also proceed in a large measure through his feelings. It follows then that if we would train character we must train the feelings. The human being must be trained to choose the good and reject the evil, and in order that he may be able to choose the good he must be able to distinguish it from the evil, and it is only through the æsthetic side that he distinguishes the good.

We speak of the good, the true, and the beautiful, as if it were possible to wrest them asunder. All things that are good are also true ; all things that are good are also beautiful, and the impression which the good and the true make upon us is good. This harmony we ought to seek, and it should be done from the very beginning in education.

It may be considered that the beautiful is the external of the good. Then we must direct the child to the harmonies of the external : the color, form, and rhythmic movement, of all things about him. And we must train him to know that if he is of any value he is of value in his transitive nature ; it is the man in action that is of value ; not the man in enjoyment merely.

Men who have grown up in utilitarian hardship say that all this dabbling in color, form and sound is nonsense ! Ah, it is the only thing in which there is sense ; the only thing in which the child can be led

to a proper appreciation of himself. He there sees himself the creator, and maker of things that are beautiful; he learns to control himself, to find a true advantage in this constant effort to do good, to be helpful and give himself to others.

A paper written by S. S. Parr, Prin. of De Pauw Normal School, on

"THE DISCIPLINE OF WILL,"

was read by Mr. Macey, the author being indisposed. The term, discipline of the will, if applied without limitation, he said, includes all that we do for ourselves and all that is done for us by others to give our will the power of self-direction. The totality of will education consists of two kinds—spontaneous and intentional. The sources of spontaneous training are susceptible of generalization into three classes: First, what Rosenkranz calls the world spirit—the combined influence of national thought, habit, laws and literature; second, the combined influence of our own national life, literature, laws and institutions; and third, each one's environment. Society does very little to give conscious training of any kind. Its education is mainly spontaneous. The same is true of the industrial community. The two great conscious school-masters are the family and the school. The ends set as a mark for discipline of the will are: Right attitude of mind; true purpose of action: good habits; high ideas of conduct; intelligent understanding of right action by each person as a citizen and member of society. Habit is will in a fixed attitude of action. The capacity of the mind to form particular habits depends on a law of nature, called by Hamilton and Porter the law of tendency. The mind as a whole, or as any faculty, tends to do again what it has done once, and each repetition of the act reduces the amount of conscious effort required, until finally it becomes unconscious or involuntary. The act is then habitual. The particular habits required to be fixed by the conscious training of the school are determined by the end of ethical conduct, which is that of rendering the individual a rational member of the social institutions. He is a good man, a good citizen, and a good member of society who has those habits that make him obedient to the demands of these institutions. These habits must be the true immediate objects of school training. Each of the social institutions requires special habits. There are certain others common to all. The habits common to all the relations of life are truthfulness, earnestness, and perseverance.

The means of discipline are determined by its purpose and conditions. The most important instrument of the school in securing good habits is practice in right-doing from choice. All acts, conditions and regulations should conform to this end. The course of study is a means of importance. Roundabout and extraneous matter should have no place in it, nor should the pupil be allowed to pass from one part to another until the work is done. Pupils are hurried over work so rapidly that they see nothing in it but unmeaning words and nauseating formulas. Organization contributes largely as a means of will discipline. It should rest on the course of study, and have two important functions—classification of pupils in likeness, in ability and attainments, and their adjustment to the peculiarities and power of the teacher. In general, purpose and means determine method. The discipline of the will should receive all the systematic care and attention paid to culture of the intellect. If thus treated, with intelligent thought and purpose, it will yield a rich harvest to gladden the teacher with immediate results and bless society with those more remote.

R. G. Boone, Supt. Frankfort, continued the subject: It has been suggested that we are in danger of making a mistake in supposing that the mind is more than one. It is singular; it is one; yet it is manifested in many ways. Our education has to do, not with mind as a unit, but with mind as made up of manifestations and diverse in its work and processes.

The discipline of the will is in no sense peculiar from all the processes of the mind: I can not teach my boy to think, reason, or imagine in any other way than I can teach him to exercise his will. We can discipline the will of the child by giving him the occasion for discipline. This must be done by the foresight of the instructor. The work of the teacher is to direct the tendencies, impulses and aspirations of the child. It is as easy theoretically to discipline the will of the child as his thought power: it is all done simply by giving occasion for the child to exercise his own thought powers. The discipline of the will means the teaching of the child to choose in right directions.

We are told that the recitation, organization, society, are means of disciplining the will. True, and yet the recitation itself, the organization, the play-ground may discipline the will in the wrong as well as in the right. The play-ground must be managed by the teacher, else it becomes a means of debasement to the child, and so with the recitation. The perfect method is only an ideal one after all.

The discipline of the will is individual. All the teacher can do is indirect. We can not make a child do, but we can give him the opportunity of these frequent choices and frequent plannings.

The Committee on Nomination of Officers was chosen as follows:

1st District, A. J. Snoke; 2d, S. P. Boyd; 3d, R. G. Wood; 4th, M. A. Mess; 5th, J. R. Starkey; 6th, J. L. Shauck; 7th, R. I. Hamilton; 8th, Michael Seiler; 9th, R. G. Boone; 10th, S. B. McCracken; 11th, A. D. Mohler; 12th, C. E. Lane; 13th, S. F. Spohn.

EVENING SESSION.—James B. Angell, President of Michigan University, delivered an address. Subject:

“THE THINKER AND THE DOER.”

Humanity may be divided into the two classes, the Thinker and the Doer, and these may again be divided into classes. We have the wise-faced thinker, who has the reputation of being a thinker from his owl-like countenance and philosophic air. Then there is the fussy and fidgety thinker, whose mind is forever in a splutter but whose thoughts do not amount to anything. Then there are men who do the thinking of the world and who furnish the world with its capital stock of thought. We utter their words, repeat their thoughts, and sing their songs every day.

There is the fussy and fidgety doer, corresponding to the thinker of the same kind; he is forever pottering but accomplishing nothing. But although he never finishes anything he always has leisure to attend to the business of everybody else.

Then there are many of those who, although they do not furnish original thought, take the ideas which others have furnished them and make such use of them that their lives are crowned with successful results.

The thinkers and the doers have long been opposed to each other. We have been told that the great thinker is king among men. Scholars have been inclined to hold themselves aloof from the great mass of mankind, and to form what has been called an aristocracy.

It is hardly necessary to state that thinking, divorced from the practical work of life, tends to the purely speculative, and does not reach men. Preachers of a few years ago had a wrong ideal of life; shut in the seclusion of their study they gave themselves up to an endeavor to find out what was done in the councils of God before the heavens were brought forth, and on Sunday they addressed their audiences on subjects of no interest to them, and which they could not understand. Preaching became more practical as the preachers gave themselves opportunity to mingle with men and to know the temptations to which they are exposed in the marts of life. There is nothing men like so well as to be talked to by men who know men.

The doers have suffered from this divorce in two ways. By holding themselves aloof from the scholars and feeling a certain contempt for men who have no more knowledge of practical affairs than some of our learned men exhibit. From the fact that the thinkers have monopolized the thinking of the world, the balance of the world have left the thinking to be done by others. We have a strange tendency to do things by proxy. Instead of carrying our alms ourselves, and reaping the reward which God promises to the cheerful giver, we leave that to be done by others. We hire people to sing praises to God in our sanctuaries instead of singing ourselves. We should hire people to go to church and sleep for us! We hire a preacher, and go to church and listen to the sermon, and practically say by our bearing that he has done what he was paid to do. There are many who do their religious thinking in that way.

Although there is a wide gap between our thinkers and doers, there is no reason why their relations should not be the most intimate. The doer must know that scientific thinking has done much for him. Wise and sound thinking tends to produce wise and sound living.

The best guide for the duties of to-morrow is found in the discharge of the duties of to-day. "Do with all thy might the duties of to-day, then shalt thou see clearly to do thy duty to-morrow."

These are problems now on our horizon which shall soon demand solution. Where are the guides to show us the way? This is a theme that may well engage the attention of teachers. If our scholarship is the ripest fruit on the topmost bough of American civilization, let us not forget that it withers and falls when once it is gone from the parent bough because it is dissevered. Let us try to solve the problem of bringing the thinkers and the doers together.

The lecture was closed with a text from an old English writer:

"Whoso good thinketh good may do,
And God will help him thereunto;
For never yet was good work wrought
Without beginning of good thought."

Following the lecture the Committee on Reading Circle presented the following Board of Directors for the ensuing year: R. G. Boone, Hubert M. Skinner, Mrs. R. A. Moffett, and Professor Jos. Carhart. The report was adopted.

THURSDAY MORNING, December 31.

The exercises of the day were opened with prayer by Rev. O. C. McCulloch.

Howard Sandison, of State Normal School, read a paper on "The Organic Relation of Common School Studies." [This paper will be published in the Journal.]

Following this was a general discussion, in which C. W. Hodgin, L. H. Jones, and W. N. Hailman participated.

J. H. Martin, Supt. Madison schools, then briefly addressed the Association on

"HOW BEST TO DEVELOP THOUGHT POWER IN PUPILS."

To answer this question is to solve one of the most important and difficult problems before the teacher. I know of but one way to develop thought power in pupils or any other class of persons, and that is by making them think. In the development of power the mind is subject to the same laws as the body; it is strengthened by use and weakened by disuse.

The question resolves itself into this: "How can we lead our pupils to think so as to develop thought power?" We must see that our instruction is made educative from the first, and in harmony with the order of the development of the mental activities. The true teacher will always see that his instruction is suited to the child's stage of development. Give the child the particulars and let him discover the general truth for himself, and you have made him love that exercise and furnished the pupil with the proper stimulus to study.

We are to begin by exercising or training the senses, for this lies at the very basis of all correct thinking, so that each one may perform its function with skill and accuracy. This must be done by training the mind as an active agent, capable of acquiring experience and applying experience to useful and important facts.

We must train the senses by bringing the child into close contact with nature in all departments, animal, vegetable, and mineral. In no other way can the perceptive faculties be so thoroughly trained. The inductive method should be well observed. The child should be encouraged to discover facts for himself; should be encouraged to collect the greatest possible experience. And having obtained the facts and a clear conception of them, should be led to discover general truths for himself.

S. E. Harwood, Supt. Spencer schools, in continuing this discussion said: The power of thought is the power to discover those relations that exist between things or ideas. If the child is trained to discover those relations, his thought power is increased. In many of our schools we are neglecting this. I have found among teachers a disposition to neglect the matter of reading, that is in the English sense, searching below the words for the interpretation of thought which gives intellectual power. Pupils make failures in thinking because they have failed to understand the conditions expressed in the words they have read; they fail to impart the thought in the discussion of examples in any branch of mathematics, because the conditions of the problems are not understood. One of the best ways of getting results is not by asking for a particular result but by giving the facts to the child, and asking him, What can you find out from these questions or conditions? We ought to emphasize the matter of the interpretation of thought, the power of taking that which is written in words or things, and placing the principles in the children's hands; let them express something to the child's mind.

In the general discussion of the subject T. G. Alford said: I think the mistake we are making to-day is in not waiting until nature has done her work with the pupils, but we try to make them think too early in life. It is true that there is a relation existing between these ope-

rations of the mind, yet there is a time when each of these is predominant. The schools make a great mistake in passing a pupil out of one grade into another before he is old enough.

The President then read the following telegram:

TOPEKA, KANSAS, December 31.

To the Indiana State Teachers' Association:

One hundred Hoosier teachers in Kansas, meeting in special session, send greeting to their brothers and sisters in Indiana, and extend a cordial invitation to attend the great meeting at Topeka next summer.

GEO. P. BROWN.

R. I. Hamilton then offered the following, which was adopted:

Moved, (1) That a committee of seven be appointed by the Chair to consider the advisability of securing legislative action looking toward an educational qualification for county superintendents; and

(2) That said committee, if it deem such action wise, indicate the character of such qualifications in a report to this Association at its next annual meeting.

C. F. Coffin, of New Albany, then addressed the Association on the question,

"SHOULD THE STATE FURNISH TEXT-BOOKS FOR THE PUPILS?"

If we say the state should furnish the text-books, the next question is, "How?" That I am not to discuss. I have but one answer to give to the first question. I am uncompromisingly in favor of the affirmative. I believe the state should furnish and own the text-books for the same reason that she furnishes and owns the school buildings, the apparatus and furniture. I believe that the text-books should be placed on the same basis as other school property.

First of all, it is in the interest of economy. The text-books can be bought and owned by the state at a very great saving to the people of the state. I do not have time to show why nor how, but I think you will find that the state could own and furnish text-books to the children at about one-half less than they spend now.

If the state should furnish and own the text-books, it would enhance the interest and advantage of school work. I appeal to the experienced teacher to know if he has not taught four or six weeks before a large number of pupils are prepared to go to work, thus losing that which you are never able to give them. On the very first day of school every child should be furnished with the necessary material that no time may be lost.

The state should own the text-books in the interest of social equality. I believe it is no crime to be poor, and least of all should the state make discrimination between one class and another. The state should say to the rich and poor, "You are both my wards." The interest of the state depends upon the education of the one as much as the other. The state should not say, "Because you are poor I will give you so much." Before the law all should be equal; all should come into the school-room owned by the state, and all should use the books owned by the state.

In the interest of economy, of the school and social equality, I think the state should furnish and own the text-books used by her pupils.

A general discussion of the subject followed, after which J. B. Ragan, Associate Prin. Richmond Normal School, delivered a brief address on the subject,

“ IS INSTRUCTION BEST WHEN PLEASANTEST? ”

In the profession of teaching, as in some other callings, the tendency toward the pleasing and attractive seems to be growing. The leading question of many teachers—whether volunteers or veterans—is, “ What can I do to make my instruction pleasant and interesting? ” In the attempt to find a satisfactory answer to this question we discuss the various methods, those “ New and practical methods invented and applied by the teachers of one or more of the so-called Independent Normal Schools ; or we study the methods defended by some believer in what is called The New Education. ” All knowledge is conditioned by the one attribute of mind—*attention* : all development and culture, and ultimately, all ability to use this information and culture is due, largely, to the unceasing exercise of its power. The nature and kinds of attention demand full consideration since it is not merely the cornerstone, but the entire foundation upon which the individual gradually, but none the less surely, raises his mental structure.

It is well to bear in mind that each individual does rear his own mental building : and all that the teacher can do is to help strengthen the foundation ; direct the placing of the pillars and braces ; show the superior value of certain kinds of material for buildings of a special character.

All development or culture is due largely to the exercise of the power of attention. Attention may be divided into two kinds, involuntary and voluntary ; the former is possessed by all, and depends on something outside of the mind ; it seems to act on account of the attractions of the object. No great progress in any line of thought can be made by this alone. The latter is of a higher order, and depends upon something within the mind ; the will power compels one to pursue a certain line of thought to a conclusion without permitting any other object or thought to interrupt it. There can be no concentration or energetic thought without this, and with it is developed a positive power which distinguishes the educated or informed mind. Involuntary attention should be changed as rapidly as possible into the higher form. This revolution may be brought about by increasing the interest in the subject taught and lessening the interest in the manner of instruction. Any intelligent teacher will find the way if he knows that the purpose of instruction is not to entertain but to aid in developing. The teacher's final aim and object is to secure in his pupils voluntary attention. This implies a withdrawal from the teacher's manner, and concentration on the subject to be learned.

Instruction is not necessarily best when pleasantest. That is best which gradually eliminates from itself that which attracts attention from the subject to the manner.

Elias Boltz continued the subject: When the epicuréans say that pleasure is the chief good they are mistaken. When the stoics say happiness is unnecessary and may be dispensed with, they are mistaken. Very often things lead into error, not because they are wrong, but because they are made to exclude other things. They are right when in the right place. The profession of teaching suffers not so much from a lack of good thoughts, as it does from the want of a proper classification of those thoughts. A good thought or plan is given so much room that it obscures or entirely crowds out other good thoughts and plans.

Is instruction best when pleasantest? When I first saw this question I thought it rather unimportant, so far as school work is concerned.

Upon investigation, however, I find that all along in my school-room experience, the element *pleasant*, though hidden beneath the rubbish, has been a very important one. Is it *best* to make the instruction pleasantest? The line is distinctly drawn. Is it my chief duty to make my work pleasant? Each winter morning an army of over 10,000,000 boys and girls march to school to be drilled and instructed by about 300,000 officers called teachers. The discipline of this army is intended to prepare it, not so much for present encounter as for future battles. Now, what kind of instruction should be given? Their instruction should be pleasant, but it will not always be *best* when *pleasantest*.

It is evident that the laborer does more work and accomplishes better results when he labors cheerfully. The soldier who finds enjoyment in his work, makes a better soldier than he who continually grumbles and complains. Nevertheless, must the unpleasant forced marches, the tenting in the rain, in the mud, or on the cold frozen ground, the grief at seeing a comrade fall, be dispensed with? It is the unpleasant features that lead to victory.

Virtue lies not in doing right, but in resisting wrong. The greatest temptation is that which promises the greatest pleasure. There is a strong temptation to the *pleasant* in teaching to the exclusion of *duty*. We should spend a little *less* time in making instruction *pleasant*, and a little more time in making it profitable.

The President then announced the names of the Committee on the Qualification of County Superintendents as follows: R. I. Hamilton, W. H. Elson, J. H. Martin, W. H. Calkins, W. W. Parsons, G. F. Felts, J. N. Study, John W. Holcombe.

AFTERNOON SESSION.—L. D. Brown, School Commissioner of the State of Ohio, was introduced and addressed the Association briefly, saying that he had come to learn something of the school system of our state, which had its beginning about the same time as that of Ohio. He expressed a hope that as the years go on Ohio and Indiana may grow more closely together educationally. In Ohio a person is not required to be a citizen three or four years before he is eligible to a life certificate, and he hoped our state board would remove this wall of division.

The Annual Address was delivered by Hon. J. P. Wickersham, ex-Supt. of Public Instruction, Penn. The subject of the address was "Discipline as a Factor in Education." A full synopsis of this excellent address will be printed in next month's Journal.

On the recommendation of the Nominating Committee, the following named persons were elected officers for the next year:

President—Cyrus W. Hodgins, of Richmond.

Vice Presidents—Robert Spear, of Evansville; E. F. Sutherland, of Mitchell; J. B. Starr, of New Albany; S. J. Merrill, of Mt. Carmel; Samuel Lilly, of Gosport; W. R. Wilson, of New Castle; W. B. Creager, of Sullivan; H. M. La Follette, of Lebanon; J. K. Waltz, of Logansport; Mary Harper, of Huntington; Harriet E. Leonard, of Ft. Wayne, and O. Z. Hubbell, of Bristol.

Railroad Secretary—T. G. Alford, of Indianapolis.

Executive Committee—Mrs. R. A. Moffett, of Rushville, chairman; Miss Maggie Hill, of Rensselaer; W. H. Sims, of Goshen; James H. Henry, of Martinsville; and D. J. Crittenberger, of Anderson.

E. A. Bryan presented a report from a special committee appointed to consider the advisability of recommending changes in the law relating to the powers of township trustees. The report was discussed and referred back to the committee to report one year hence.

On the motion of Prof. Carhart, of De Pauw University, a committee of five ladies was appointed to consider the question of cultivating the æsthetic element in child nature. The committee appointed by the President consists of Mrs. E. M. McRae of Marion; Mrs. S. E. Barnes of La Fayette; Mrs. W. W. Byers of Terre Haute; Miss Amanda Elliott of Frankfort, and Miss Isadore Eells of Evansville.

The Committee on Resolutions then presented a report endorsing, "The Blair Bill"; Commissioner John Eaton, and regretting his resignation; the work of the Reading Circle Board; the Chairman of the Executive Committee for the excellent program; the lecturers; education as a qualification for entering civil service; the application of the civil service rules for the teacher's profession; and deprecating any and all attempts to in any way curtail or cripple the efficiency of the state institutions for higher learning.

E. E. SMITH, *President*.

ANNIE E. H. LEMON, *Secretary*.

HIGH SCHOOL SECTION.

This Section was called to order at 9:15, December 29, 1885, in the Art-room of Plymouth Church, the President, Mrs. Moffett, of Rushville. Religious exercises were conducted by Prof. Byers, of Terre Haute.

J. M. Coulter, of Wabash College, gave an address on "Biology Work in High Schools." It set forth the value of work in Zoölogy and Botany, the methods to be pursued for a fruitful study of these subjects and special classification and exposition of his superior methods in Botany.

An excellent discussion followed, led by Prof. O. P. Hay, of Butler College, Pres. Jordan of the State University, and Prof. Baker of De Pauw. It was an earnest plea for a more correct study of nature and against the endless cram of books that is at present carried on.

Prin. C. E. Lane, of Ft. Wayne, gave a critical and scholarly paper on "The Value of the Student Spirit to the Profession of Teaching." This was discussed by E. D. Bosworth, of Farmer City, Ill., and by W. F. L. Sanders, of Cambridge City, Ind.

Prin. Robert Spear, of Evansville, presented a practical paper on "Discipline from the Study of Physics." This paper was discussed by Prof. Carhart, of De Pauw, making a plea for the study of things pertaining to Spirit, and then by Prin. Grant, of Indianapolis, urging a closer study of Physical Science.

Messrs. Harwood and Spear and Mrs. Byers were made a committee to nominate officers.

The Afternoon Session assembled in the Chapel of the new High School Building at 2:15, after spending 30 minutes in the Chemical Laboratory viewing the experimental work of a class in Chemistry.

Miss L. J. Martin then read a paper on "Chemistry in the High School." Supt. F. Treudly, of Union City, opened the discussion.

Supt. Harwood, of Spencer, gave his methods of conducting Literary Exercises in the High School. Discussed by A. P. Moffat, of Bowling Green.

The report of the Committee on Course of Study for High Schools was then presented by the chairman, R. G. Boone, of Frankfort. The report called forth much discussion, favorable and unfavorable. The following speakers found much in the report to commend and some things to criticise: Prin. Grant, Supt. Olcott, Supt. Sanders, Prof. E. E. Smith, Supt. Jones, Supt. Hailman, Prof. Ridpath, and Supt. Study. The discussion showed that there is as much interest in a model course of study for the high schools of the state as there is variety of opinion as to what the course shall be. Lateness of the hour compelled the discussion to close, and a new committee was appointed to readjust the proposed course and report at the next annual meeting. The committee is as follows: Supt. Hailman, of La Porte; W. F. L. Sanders, of Cambridge City; G. F. Kenaston, of Noblesville; W. W. Grant, of Indianapolis, and J. P. Mather, of Warsaw. The discussion developed much good for the high schools, and the thanks of the Association to the committee for their excellent work.

The officers for the ensuing year are:

President—C. E. Lane, Fort Wayne.

Vice President—Emma Mont. McRae, Marion.

Secretary—Mary E. Ahern.

Ex. Committee—R. A. Ogg, T. G. Alford, W. H. Banta.

MRS. R. A. MOFFETT, *President*.

G. F. KENASTON, *Secretary*.

LIST OF MEMBERS ENROLLED.

ALLEN COUNTY—Geo. F. Feltz, J. W. Hesler, W. S. Walker, C. E. Lane.

BARTHOLOMEW—Amos Burns, Sarah A. Lindley, Lucius T. Cox.

BOONE—S. N. Cragun, James R. Hart, W. H. Masters, H. M. La Follette, R. H. Harney.

BENTON—Mrs. Lucy Montz, A. H. Travis.

BLACKFORD—William Reid.

BROWN—S. P. Neidigh.

CARROLL—O. C. Sterling, Dora Everman, S. B. McCracken, J. C. Trent, Miss E. A. Richardson, George E. Rohrabach, Miss Emma Shealey, Fanny Higginbotham.

CLINTON—J. W. Hamilton, C. E. Newlin, Ella Dukes, Lizzie Jaques, Clifford Alley, Amanda Elliot, Mary C. Frazee, Anna Claybaugh, T. B. Frazee, Mary V. Mustard.

CASS—J. K. Waltz, Mattie F. Jackson, J. C. Black.

CLARKE—Miss C. L. Boas, R. W. Wood.

CLAY—James M. Brown, Miss J. W. Love, B. A. Bullock, Thomas M. James, J. C. Gregg, A. D. Moffett, Anna Ferguson, Sallie C. Prather.

DEARBORN—H. B. Hill, Geo. H. Hansell, Nettie Cheek, T. Meek, F. D. Johnston, W. W. Nosman, C. F. Leethan, Monroe Vayhinger, Louise Severin, Lucy Du Chemin, Emma W. Taylor, Belle Stapp, Anna Sutton, Oliver Rugg, F. D. Churchill.

DAVISS—W. T. Hoffman, S. B. Boyd, Philander McHenry.

DECATUR—David Curry, W. P. Shannon.

DELAWARE—John M. Bloss, Bessie Mason, Alta Stiffler, Miss M. A. McClure, W. R. Snyder.

ELKHART—Geo. L. Harding, W. H. Sims, S. F. Spohn.

FOUNTAIN—Julia Hays, Willa Hays, Mrs. Lizzie Bingham, James Bingham, Lizzie Horner, H. J. Schaffer, Mrs. V. E. Livengood, V. E. Livengood, Mrs. Anna B. Baker, Annie Sheridan.

FLOYD—Levi H. Scott, Alice B. Bodger, J. B. Starr, Chas. F. Coffin, D. R. Armstrong.

FRANKLIN—H. M. Crecraft, G. F. Hines, Michael A. Mess, S. J. Merrell, Conrad A. Wissell.

GRANT—Ryland Ratcliff, Narcissa G. Luther, Dorry E. Luther, Lyda Jones, S. L. Strickler, Attila Farr, Marcus Dickey, F. M. Searles, E. O. Ellis, F. H. Stevens, E. M. McRae, H. S. McRae.

GIBSON—A. J. Snoke, Flora French.

GREEN—L. C. Frame.

HAMILTON—G. F. Kenaston, M. E. Cox, Lizzie Gerwig, Mrs. A. O'Bryan, J. S. White, J. J. Cammack.

HANCOCK—S. B. Martin.

HENDRICKS—A. E. Rogers, Mary E. Warner, Milton J. Mallery.

HENRY—M. E. White, Emma Edwards, Blanche Freeman, Hattie Stuart, W. D. Kernan, W. E. Morgan, Will Julian.

HOWARD—H. G. Woody, Sheridan Cox, A. W. Moon, G. B. Niswanger, J. E. Holman, A. O. Greeson.

HUNTINGTON—John W. Caldwell, A. D. Mohler.

JACKSON—R. S. Moore, H. C. Montgomery.

JAY—Nettie Current, Jessie Riley, F. A. Hays, Anna Kerr, Will J. Houck.

JASPER—Margaret M. Hill, Carrie Irwin, E. O. Rathfon, D. M. Nelson.

JENNINGS—Amos Sanders, T. Cope, E. Olcott, S. W. Conboy, Mollie L. Conboy.

JEFFERSON—O. E. Arbuckle, Jessie Dana Palmer, Eliza B. Sering, Geo. C. Hubbard, J. A. Karnagey.

JOHNSON—Mattie Morgan, T. H. Kirsch, Bailey Martin, Mrs. R. G. Boone, R. G. Boone.

KNOX—E. A. Bryan.

KOSCIUSKO—John P. Mather.

LAKE—George L. Voorhees.

LAWRENCE—C. W. McClure, Frank P. Smith, E. F. Sutherland, Blanche M. Wolfe.

LAPORTE—Edw. M. Brown, W. N. Hailman, Mrs. E. M. Brown, Lizzie E. Ross, Sarah A. Van Note.

MARION—W. B. Flick, Geo. G. Manning, M. E. Nicholson, H. B. Jacobs, A. Rankin, L. H. Jones, Cyrus Smith, Bruce Carr, W. H. Bass, Jesse H. Brown, W. D. M. Hooper, T. G. Alford, Geo. F. Bass, Mrs. L. G. Hufford, Lucie V. Gosney, W. A. Bell, A. C. Shortridge, Hattie Manning, George W. Hufford.

MADISON—R. I. Hamilton, D. J. Crittenberger, Robt. G. Gilman, W. L. Williamson.

MIAMI—Elmer Henry, M. E. Ahern, Effie A. Newbern, John R. Sherrick, Mary E. Ahern.

MONROE—James K. Beck, James A. Woodburn, Anna McDermot, S. Strader, Nanna M. Woodward, R. L. Green, Mary E. Dickson.

MONTGOMERY—T. V. Maxedon, O. B. Hultz, Anna M. Beck, T. H. Dunn, Bella Moore, Emma Griest, Flora C. Mitchell, Nellie Blair, Lucy C. Beck, Nannie B. Harris, Mary E. Lyon, Mrs. C. L. Ball.

MORGAN—J. R. Starkey.

OWEN—S. E. Harwood, Samuel Lilly, Mrs. A. E. H. Lemon, Mrs. E. K. Gentry, Alta Figg, Emma Hilburn, W. S. Williams.

PARKE—Jesse Lewis, A. M. Hadley, Lin H. Hadley, Hiram Hadley, Grace H. Coffin, G. W. Love, Tillie Cox, Mary A. Cox, Mrs. W. H. Elson, W. H. Elson, Belle McEwin, Mrs. M. H. Hinkle, Barnabas C. Hobbs, B. A. Ogden, Alice E. Lindley, Mattie C. Lindley.

PORTER—Clara A. Stevens.

POSEY—Mary H. Brown, Mary T. Jaquess.

PUTNAM—L. E. Smedley, J. M. Olcott, S. S. Parr, Edistina Farrow, Emma Jones, W. F. Teister, W. H. Mace, A. Tompkins, Mrs. M. A. Teister.

RANDOLPH—S. A. Arbogast, E. H. Butler, A. C. Hunnicutt, D. M. Odle, J. S. Pierce, May Wiseman, Rose Frankinstine, F. Treudley,

RIPLEY—Mary E. Severinghaus.

RUSH—Laura. J. Henley, J. W. Ball, Hattie Peters, Mrs. R. A. Moffett, Lizzie Keen, Mary A. Lucas.

SHELBY—W. H. Fertich.

SPENCER—A. M. Adams, Lottie Luts, Effie Lemons, J. M. Anderson, Della Parker.

SULLIVAN—W. R. Nesbit, J. A. Marlow, Richard Park, M. Emery Smith.

ST. JOSEPH—Elias Boltz, Calvin Moon.

TIPPECANOE—Annie L. Bowen, E. E. Smith, W. J. Bowen, E. R. Smith, Alta Howard, Jane Coyner, W. H. Caulkins, J. T. Merrill.

VANDEBURGH—Robert Spear, Catherine Spear, John Cooper, W. M. Blake.

VERMILLION—E. L. Hiberly, A. J. Johnson.

VIGO—L. O. Dale, H. W. Curry, O. P. Jenkins, John Donaldson, J. T. Scovell, W. W. Byers, Mrs. L. S. Byers, Howard Sandison, Ruth Morris, A. E. Humke, W. H. Wiley, A. McTaggart, A. R. Charman, Ann Newby, Mrs. W. W. Parsons, W. W. Parsons, G. W. Thompson.

WABASH—Geo. E. Long, Samuel A. Baer, W. H. Warvell, D. W. Thomas, A. M. Huycke.

WARREN—Fred L. Webb, W. P. Carmichael.

WARRICK—C. A. Jarrett.

WAYNE—D. H. Guild, W. F. L. Sanders, Justin N. Study, A. B. Porter, Anna M. Brown, John F. Thompson, Lilly E. Murphy, J. B. Ragan, O. L. Kelso, Mrs. O. L. Kelso, Mary E. Perry, Penina Hill, D. W. Dennis, Mrs. D. W. Dennis, Cyrus W. Hodgins.

WHITE—John A. Rothrock.

WHITLEY—W. C. Palmer.

Foreign—John W. Perrine, Vermillion county, Ill.; C. S. Olcott, Chicago; E. D. Bosworth, DeWitt county, Ill.; A. W. Mell, Bowling Green, Ky.; J. Franklin Tille, Petersburg, Ky.; I. S. Alley, New Paris, Ohio; Thomas P. Ballard, Columbus, Ohio; Chettie Wheeler, Marionette county, Wis.

OFFICIAL DEPARTMENT.

STATE CERTIFICATES.

The following is the order of the State Board of Education on this subject:

That the examination for teachers' State Certificates be divided into three parts, and that the questions, prepared by the State Board of Education, be submitted to applicants in the several counties by the county superintendents, on the last Saturdays of February, March and April of each year.

That the subjects be presented to applicants as follows:

ON THE LAST SATURDAY OF FEBRUARY—*Forenoon*: 9 o'clock, Arithmetic; 10, Geography; 11, Physiology. *Afternoon*: 1:30, Reading; 2:30, U. S. History; 3:30, Orthography; 4:00, Penmanship.

ON THE LAST SATURDAY IN MARCH—*Forenoon*: 9 o'clock, Algebra; 10, Physics; 11, Science of Teaching. *Afternoon*: 1:30, Grammar; 2:30, Botany; 3:30, U. S. Constitution; 4:00, American Literature.

ON THE LAST SATURDAY OF APRIL—*Forenoon*: 9 o'clock, Plane Geometry; 10, Rhetoric; 11, Physical Geography. *Afternoon*: 1:30, General History; 2:30, Chemistry, or Geology, or Zoölogy, as the applicant may elect; 3:30, English Literature.

The applicants for State Certificates must have taught school not less than forty-eight months, of which not less than sixteen shall have been in Indiana. They shall present to the county superintendent, before entering upon the examination, satisfactory evidence of good moral character and professional ability, and pay five dollars each, the fee prescribed by law, which can in no case be refunded. Certificates shall be granted to those applicants who make a general average of *seventy-five per cent.*, and do not fall below *sixty per cent.* in any subject.

That a person holding a thirty-six-months license shall be exempt from the February list given above, and may receive a State Certificate by passing satisfactorily on the March and April lists.

That a person holding a thirty-six-months license, whose next preceding county license was for the longest period authorized by law, may receive an eight-years "professional license" by passing satisfactorily on the March list alone.

That graduates of the Indiana University and Purdue University who have taught school sixteen months after graduation, may receive a State Certificate on presenting to the Board satisfactory evidence of professional ability and success.

J. W. HOLCOMBE,

Superintendent Public Instruction.

NOTE.—*The thirty-six-months license held by an applicant for the "Professional License" must be within one year of expiration. See Notes 8 and 9 to Section 4425, pages 36-37, School Law.* J. W. H.

State Certificates were ordered to be issued, at the January meeting of the Board, to Eliza E. Munson, Sophia Luzadder, D. H. Ellison, W. F. Axtell, L. C. Frame, D. J. Crittenberger, F. P. Smith, C. O. Du Bois, R. G. Gillum, T. G. Alford, Samuel Lilly, all graduates of Indiana University.

Commissions to certify pupils for admission to the State's Universities and Normal School were issued to the high schools of Attica, Boonville, Hagerstown, Knightstown, Pendleton, Rockville, and Waterloo.

EDITORIAL.

The Proceedings of the State Association occupy so much space this month that much other matter is crowded out. A good synopsis of almost every address is given, and thus the minutes will make interesting and profitable reading.

HAVE YOU FORGOTTEN?—A few teachers who subscribed for the Journal last summer or fall with a distinct understanding that they were to pay for it *not later than the Holidays*, have doubtless forgotten that January 1, 1886, has past. A hint, etc.

WANTED.—Any one sending us one or more copies of the Journal for February, May, June or September, or all of them for 1885, in good condition, can have the time of his subscription extended one month for each number so sent, and at the same time he will confer a favor on several parties desirous of completing their volumes.

AT the recent school election in Boston, Mass., two most estimable women, Miss Lucia M. Peabody and Mrs. Emily A. Fifield, were put in nomination by the Republicans, but were defeated by their two Democratic male opponents. Will the day ever come when educational affairs can be raised out of the domain of partizan politics?

THE *N. W. Journal of Education* (Iowa) says: We notice that the counties which did themselves the honor of electing *lady* county superintendents have the largest reading circles as well as the best schools. The lords of creation to the contrary notwithstanding, women do seem to have intellect enough to spare after washing up the dishes to show these brain-laden men how to do their work.

The late State Association was one of the largest and one of the best ever held. *As usual* the program was too full of papers, and not time enough given for discussion, but we will have to make up our minds to that. The papers were good, and what discussion there was was good. W. H. Elson, chairman of Ex. Committee, deserves much credit for his excellent management. Prof. E. E. Smith made a good presiding officer, and everything moved "as well as could be expected."

PRIMARY READING.—Methods are of little value without a knowledge of principles underlying them. The powers of the mind are developed and trained by activity. Primary conceptions and ideas are best taught objectively, giving first the idea and then the words. Words must be taught as a whole,—first as sounds, and then as forms; words should then be combined into groups and sentences. After pupils are able to read short sentences the analysis of words into sounds should follow, and then the names of the letters.—*E. E. White.*

QUESTIONS AND ANSWERS.

D

QUESTIONS PREPARED BY STATE BOARD FOR DEC.

[These questions are based on the Reading Circle work of last season.]

SCIENCE OF TEACHING.—1. Show how the principle of association is employed in geography.

2. Which should occupy the more time, oral or written spelling? Why?

3. Why should writing be taught early in the course?

4. What preparation for learning to read has the child made before he enters school?

5. Describe the process of teaching the figures.

READING.—Name three things essential to the correct reading of a sentence.

2. Classify and define the inflections.

3. Define pitch, rate, and force.

4. Of what use are the punctuation marks to the reader?

5. State two important objects to be held in view when teaching primary reading.

6. Read a paragraph of prose and a stanza of poetry selected by the superintendent. 50

HISTORY.—Give an account of the formation of the government under Washington, covering the methods adopted for the settlement of the difficulties then existing, and the means employed to restore peace and prosperity to the country.

Answer not to exceed three pages. To be marked on character of work rather than on specific points.

PENMANSHIP.—1. From what principles is the entire script alphabet formed?

2. Name the five elements used in forming the small letters.

3. How would you teach beginners to hold the pencil or pen correctly?

4. How would you teach correct slant?

5. Classify the small letters by writing them. Name each class.

The answers to these questions should be written with ink, as a specimen of penmanship, and marked 50 or below, according to merit.

ORTHOGRAPHY.—1. How do you teach oral spelling?

2. Of what use is the dictionary in the Fifth Grade?

3. What are the rules in regard to doubling final consonants?

4. What is the difference between pronunciation and enunciation?

5. Give four words in which *y* is used as a vowel; four in which it is used as a consonant.

6. Spell, accent, and mark diacritically ten words dictated by the superintendent.

GEOGRAPHY.—1. Explain why the countries east of the Andes have more moisture than those on the west.

2. What would a vessel loading at Odessa for England, be likely to take as the chief article of her cargo?

3. Name five of the largest rivers of the United States, in the order of their length.

4. Name all the States and Territories of the United States, crossed by the fortieth parallel of north latitude.

5. Describe the climate and vegetation of the Amazon valley.

6. Name five important islands of the Mediterranean Sea.

7. Specify the three most important salt-producing districts of the United States, and explain how the salt is obtained.

8. Explain why Pittsburgh has grown into a manufacturing city rather than a commercial one.

9. In what directions and through what waters would a vessel sail in going from St. Petersburg to Rome?

10. Explain the prosperity of England, so far as it has risen from natural advantages.

PHYSIOLOGY.—Describe in detail the eye, with diagram showing its different parts. Discuss the structure and function of each part, and explain the action of double convex lenses, and of sensory nerve fibres.

Answer must not exceed three pages.

GRAMMAR.—1. When should the adjective clause be set off by the comma? Give an example.

2. State and give examples of the uses of the noun clause in the sentence.

3. State the points of difference between the adjective and the adverb.

4. How is the case of a simple personal pronoun determined? How of a compound personal pronoun?

5. "Honesty is the best policy," is a good maxim. What kind of a sentence is the above? Why?

6. Write two sentences, in the first of which "when" shall have but one adverbial use, and in the second, two.

7. What kind of clause is introduced by "when" in each of the sentences you have just written?

8. Give the principal parts of the following verbs: *ring, wring, flee, draw, drink*.

9. Correct, if necessary, and give reasons:—

- a. I laid in bed till eight o'clock.
- b. She came just after you left.
- c. He raised up.

10. Analyze: Ardent and intrepid on the field of battle, Monmouth was everywhere else effeminate and irresolute.

ARITHMETIC.—1. From $\frac{7}{8}$ of a mile, take $\frac{7}{8}$ of a rod. Proc. 5, ans. 5

2. Add 3,256 mi. 12.82 ch.; 14 mi. 1.42 ch.; and 3 ch. 19 lk.

Proc. 5, ans. 5

3. A man bequeathed \$7,560 to his wife, which was $62\frac{1}{2}\%$ of the sum bequeathed to his children, and the sum bequeathed to his wife and children was 80% of his estate; what was the value of the estate?

Proc. 5, ans. 5

4. The amount of a certain principal, for 3 years, at a certain rate per cent., is \$750, and the interest is $\frac{1}{4}$ of the principal; what is the principal, and what is the rate per cent.?

5, 5

5. How many cubical blocks, each edge of which is $\frac{1}{3}$ of a foot, are equivalent to a block of wood 8 feet long, 4 feet wide, and 2 feet thick?

Ans. 10

6. What principal at 9%, will gain \$525,398 in 12 yr. 3 mo. 20 da.?

Anal. 5, ans. 5

7. Sold a quantity of corn, \$1 per bushel, and gained 25%; sold of the same to the amount of \$59.40, and gained 35%; at what rate did I sell? how many bushels in the last lot?

5, 5

8. If 2 men build 12 rods of wall in 9 days, how many rods can 28 men build in 24 days?

Anal. 5, ans. 5

9. A starts on a journey, and travels 27 miles a day; 7 days after, B starts, and travels the same road, 48 miles a day; in how many days will B overtake A? (Solve by proportion.)

Anal. 5, ans. 5

10. The contents of a cubical cellar are 1,953,125 cubic feet; find the length of one side. How extract the cube root of a common fraction?

5, 5

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

ENGLISH LITERATURE.

Smith's Outlines — Pages 167—205.

THE DRAMA.—(a) *Its Origin*. The word drama signifies action. Imitation of action by action is the germ of the drama. In the history of all literatures known to us the beginnings of dramatic literature are preceded by the epic and lyric forms. The epic represents the individual as dominated by forces outside of himself, as measurably controlled by fate; the gods sway the hero.

In lyric poetry man has risen to the expression of his own emotions. He thinks, feels and wills as an individual.

In dramatic composition man is represented in his relations—in action. The drama in its literary form combines both epic and lyric compositions.

In Greece the drama had an intimate connection with the national religion. This was not to the same extent true of any other nation.

In England, in the 12th century, we hear of the miracle-plays being enacted by ecclesiastics; but in the following century mention is made of the prohibition of plays acted by professional players. In England as elsewhere, the clergy sought to control the religious plays, or else condemned them. When the faith of the Christian Church was acknowledged by the Roman Empire as its religion, the doom of the theater was sealed. While actors were excluded from the privileges of the early church and the church visited upon the stage its condemnation, there were individual ecclesiastics who employed the ancient tragic and comic forms of writing. So by this means and by the wandering players the gap between the ancient and modern drama was bridged.

(b) *Divisions of the Drama.* 1. Tragedy—the Song of the Goat. Three reasons are given for the derivation,—because a goat was given as a prize for the best performance of that song, in which the germs of the future tragedy lay, or because the first actors were dressed like satyrs, in goat-skins, or (the more probable) that a goat was sacrificed at the singing of the song. A goat, as being the spoiler of vines, was a fitting sacrifice at the feasts of Dionysus, the wine-god. Comedy was originally a festive spectacle, with singing and dancing. The word for village is a closely related word from the same root.

(c) *Drama of Different Nations.* The drama of India was purely native. Hindu writers ascribe the invention of dramatic entertainments to an inspired sage, Bharata. It was doubtless religious. Its beginnings are traced to the 3d century B. C. From the 1st century B. C. to the 15th A. D. is the classical period, and includes Kálidása. His master-piece, *Sákuntalá*, is a love-idyl, being regarded as one of the master-pieces of the world's poetic literature. The other prominent name is Babhavúti. The Indian drama holds its own against all the dramatic literature of the world except the very best. It was a drama of the literary class, and as such it was not in a broad sense a national drama; it represented the best of Hindu religion and civilization.

The Chinese had a drama dating from 720 A. D. Their great dramatic work is *Pi-Pa-Ki*, a domestic drama of Kao-Tang-Kia, of the 15th century A. D.

Japan, aside from its music, dance and song, and historical narrative, borrowed from the Chinese.

Egypt possessed in its religious life dramatic elements, a dramatic literature was wanting.

Greece produced a drama peculiar to itself. Æschylus, Sophocles, Euripides, the masters of tragedy, and Aristophanes, almost equally great in comedy, made the Greek drama prominent.

Italy had native forms of the drama, though much was imported from Greece. Dating from 240 B. C., it included the names of Livius Andronicus, Seneca, Plautus, Terence. The remains of the classical drama were studied as models, and these made the influence of the

Renaissance and resulted in the development of the modern drama.

Spain and England have the honor of having at a relatively early date, produced a national drama.

Lope de Vega established the Spanish drama.

(d) *Predecessors of Shakespeare.* Lilly employed prose, and gave the first example of lively dialogue.

Marlowe introduced the use of blank verse. His master-piece, Edward II, is unapproached by any of his contemporaries.

Greene showed peculiar power in treating English life and scenes, and reminds one of Shakespearean quality.

Beaumont and Fletcher, though tending to excess of passion, portrayed pathetic characters in a way unequalled by any of their contemporaries.

Ben Jonson in tragedy did not attain the highest success, but as a comic dramatist he is unequalled. He and his followers produced a comedy of manners unsurpassed, while as a comedy of character it may be favorably compared with any other literary growth of its own or any previous age.

The development of the drama in France reached its highest point subsequent to the time of Shakespeare.

GENERAL HISTORY.

Barnes' General History—Pages 315-417

It has been the design to outline for the Reading Circle work the history of the two civilizations—the ancient and the modern. Between these civilizations the Middle Ages extend, bridging from the Cæsars to Columbus. It was expected that this period would receive from the teachers some attention as a vacation study, and probably this expectation has been pretty generally realized. However, it may be well to present for the present month a brief topical review of subjects.

First Week.—1. The causes which produced the chaos of the Dark Ages—the weakness and decay of Southern Europe; the overwhelming numbers and the resistless power of the Northern barbarians. 2. The events which ushered in the new day of Modern History—the invention of gunpowder, of the art of printing, and of the mariner's compass; the expulsion of the Moors from Spain; the union of the rival Houses of York and Lancaster in the House of Tudor, in England. 3. The Feudal System. The origin of noble houses. The subdivision of lands, and the conditions of their tenure. Contrast between the armies made up of the retinues of feudal lords, and those of the old empire. Baronial isolation. Baronial castles. Dependence of the Sovereign upon the barons, and weakness of central authority. Abuse of power by the barons. 4. The champions of the oppressed; knighthood: knightly character; knightly gallantry; knightly diversions; knightly literature; Troubadours and Minne-singers. 5. Learning. Priests and monks, and their services in preserving the old literature through the

thousand years. The literature of the Middle Ages. Manuscripts. Palimpsests, Illumination. Ignorance of the temporal rulers. 6. The power of the Church. Growth of the Roman See. Influence of the priesthood. 7. Architecture—castles and churches; manners and customs; dress.

Second Week.—1. The rise of the Saracens. The Mohammedan religion, and its propagation. The invasion of Europe. Christendom saved by the Franks under Charles Martel. Saracen civilization. Divisions. 2. The Crusades. State of Europe. Character of the contests. Benefits resulting from them. The kingdom of Jerusalem. Romance and poetry of the Crusades. 3. *Resumé* of the Eastern Empire. Justinian and Tribonian. Separation of the Greek Church from the Roman. Constantinople during the Crusades. Greek fire. The Turkish invasion. The fall of Constantinople, marking the close of the Middle Ages. Expulsion of the Moors from Spain.

Third Week.—1. The various confederations of the Northern barbarians—Saxons, Goths, Vandals, Franks, Longobards, etc., and their dispersion. 2. Characteristics of the ancient Germans. 3. Development of the German civilization. Elements of that civilization which were indigenous—not borrowed from Greece or Rome. The sacredness of the family relation. Ideas of government. Religious ideas. 4. In what countries did the conquerors blend with the native population? Where were the natives expelled? 5. The Holy Roman Empire (this was the name of the *German* Empire, which continued with varying fortunes from the year 800 to 1806. See pages 333, 375, and 563). 6. The Franks. Charlemagne and his successors. Guelfs and Ghibellines. The Golden Bull. The Council of Constance. 7. France in the Middle Ages. The Norsemen. Rollo. 8. The Italian Cities. Mediæval Rome. Venice and the Doges. Florence and the Medici. The Two Sicilies.

Fourth Week.—1. The early Britons. The Roman Conquest. Religion. (It is claimed that the lady Claudia, mentioned in Paul's Second Epistle to Timothy, was a British princess—the first British Christian. It has been asserted that the Empress-Saint Helena, mother of Constantine, the first Christian Emperor of Rome,—was the daughter of "Old King Cole," a British chief.) 2. Arthur, and the Knights of the Round Table. 3. The Saxon Conquest. The Anglo-Saxon Heptarchy. St. Gregory's pun, and what came of it. 4. The Danes. Alfred. 5. The Norman Conquest, and its results. 6. The Magna Charta. The House of Commons. 7. Conquest of Ireland, Wales, and Scotland. 8. The Wars of the Roses. 9. Growth of the English civilization.

BROOKS' MENTAL SCIENCE.

Subject: Culture of Intuitions of the Right—pp. 405-432.

I. TERMS TO BE DISTINGUISHED.—1. Transcendental Knowledge, p. 405. 2. Duty. (a) Men love to hear of their power, but have an

extreme disrelish to be told of their duty.—*Burke*. (b) What I must do is all that concerns me, not what other people think.—*Emerson*,

3. Collide, pp. 406, 412. Privative, p. 409.

3. Madonnas, p. 411. Transfiguration, p. 411. Laocoön, p. 411.

5. Crystallization of forces, p. 411-12.

6. Spiritual Worthiness, p. 417.

7. Vestal Virgins. Vestal flame, p. 418.

8. The Infinities, p. 425.

9. The Prayer of Socrates, p. 419.

Note I.—Concerning the term "transcendental": The Transcendental Philosophy, so-called, had a distinct origin in Immanuel Kant about 1781. His "Critique of Pure Reason" opened a new epoch in metaphysical thought. The word was not new in philosophy. The schoolmen had used it five hundred years before to describe whatever could not be classified under the categories, (classes of attributes) of Aristotle. But modern transcendentalism is a far different thing. By Kant the term "transcendental" was employed to designate qualities that lie outside of all experience; that can not be reached either by observation or reflection; or explained as the consequences of any discoverable antecedents. In modern science, Transcendental Anatomy inquires into the idea, the original conception or model, on which the animal frame is built; the unity of plan running through genera and orders. Transcendental Physiology treats of the laws of development and function, applying not to particular kinds or classes of organisms, but to all organisms. The term in question so came to designate the fundamental conceptions, the universal and necessary judgments, which transcend the sphere of experience, but make experience possible.

Note II.—Concerning "The Laocoön": Laocoön was a mythical character. He was the son of Priam, and Priest of Apollo. He is represented as sacrificing to Neptune, when two enormous serpents issued from the sea, crushed his two sons, and attacked Laocoön himself, carrying death in their folds. (See the *Æneid* of Virgil, Book II, line 201). The story is one of permanent interest. It has been made the subject of one of the most remarkable and widely-known groups of sculpture the world has ever seen. The work originally graced the baths of Titus, from whose ruins it was taken in A. D. 1504, and now is preserved in the Vatican Museum in Rome.

Note III.—The Prayer of Socrates: "Beloved Pan, and all ye other gods, who haunt this place, give me beauty in the inward soul; and may the outward and inward man be at one. May I reckon the wise to be the wealthy, and may I have such a quantity of gold as none but the temperate can carry." (Last paragraph of Plato's dialogue—*Phædrus*—Prof. Jowett's translation).

II. ITEMS OF PROFESSIONAL IMPORTANCE.—1. The Idea of Right. (In the child, in the man). 2. Literature and the Idea of Right, pp. 410-15. 3. Concrete Ethical Culture.

(a) The chief use of biography consists in the noble models of character in which it abounds.—*Smiles*.

(b) A biography of right living is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.—*Milton*.

(c) A true delineation of the smallest man is capable of interesting the greatest man.—*Carlyle*.

(d) Some of the best biographies are almost equivalent to Gospels—teaching high living, high thinking, and energetic action for the general good.—*Smiles*.

4. Influence of Example: (a) People seldom improve, who have no model but themselves to copy after.—*Goldsmith*.

(b) The common people do not judge of vice or virtue by morality or immorality, so much as by the stamp set upon it by men of figure.—*L'Estrange*.

5. The Culture of Personal Duties: (a) The great business of man is to improve his mind and govern his manners.—*Pliny*.

6. The Culture of Social Duties: (a) The truest politeness comes of sincerity.

III. SUMMARIES.—1. Topics of the Chapter.

2. Classes of Duties.

3. Principles of Ethical Culture.

4. The Personal Duties.

5. The Social Duties.

6. The Religious Duties.

7. The Objects of Moral Culture. (408.)

MISCELLANY.

The Kewanna Herald sustains a good Educational Column.

The White county teachers held their annual re-union at Monticello January 29-30.

The School Vidette, edited by G. W. Benedict, of Liberty, Ind., is a good local paper.

A joint township institute will be held at Decatur February 6th—J. F. Snow, Co. Supt.

There will be a joint meeting of the teachers of Parke and Vermilion counties at Montezuma, February 12 and 13.

The White Co. Teacher, published by Co. Supt. J. A. Rothrock, at Monticello, is one of the best county papers that we see.

Through the State Supt. and his assistant Mr. Skinner, Indiana is making an excellent display at New Orleans of Reading Circle Work.

EARLHAM COLLEGE has the largest winter term attendance in the history of the college. Pres. J. J. Mills is making an excellent record.

THE HAMILTON Co. teachers had a profitable meeting January 16th. Considering the weather the attendance was large. Superintendent E. A. Hutchens is a good worker.

The Department of Superintendence will hold its next annual meeting in Washington, D. C., February 23, 24, 25. All superintendents and educators are invited to attend.

The Educational Herald (formerly the *American Penman*), has just been launched in Louisville, Ky., with J. T. Gaines as editor. The first number looks well and reads well.

Ex-Governor Albert G. Porter is writing a history of Indiana. The work will contain about 700 pages. Mr. Porter's ability insures a work that will be a credit to himself and the state.

There will be a Teachers and Superintendents' Convention at La Porte February 11, 12, and 13. A part of the time will be spent in visiting schools. An excellent program is arranged for Saturday, and a large attendance is expected.

W. A. BELL—*Dear Sir*: Will you state in the Journal for the benefit of teachers interested, what has become of the papers *After Supper* and the *School World*?

Answer: "They have turned their toes to the daisies."

The Normal Teacher, formerly published at Danville, but for some time past published and edited at Indianapolis by W. H. F. Henry, has not made its proprietor rich. It has been "taken in" by Conner & Kingsberry, proprietors of *The Indiana Farmer*, who will change its form and continue its publication.

MONROE Co. held its institute Christmas week. The attendance was only fair, but the work was superior. It was done chiefly by W. E. Lugenbeel, Prin. of the Mitchell Normal School, and Profs. Beck and Woodburn, of Bloomington. State Supt. Holcombe and W. A. Bell were each present one day. Supt. Hazel is making a good record.

WHITLEY COUNTY.—The institute in this county was held New Year's week. It was well attended and well conducted. Among the workers from abroad was W. C. Barnhart, H. B. Brown, D. S. Jordan, S. S. Bigler, W. F. Yocum, W. H. Williamson, and C. E. Kircher. Besides these home talent was plentiful and of a good quality. Supt. Knisely is making a good start.

INDIANA COLLEGE ASSOCIATION held a very profitable session Dec. 28, 29, which was well attended. Prof. J. L. Campbell, of Wabash College, was President. The officers for the coming year are: President, D. S. Jordan, State University; Vice-President, J. B. Garrett, Hanover College; Secretary, Robert B. Warder, Purdue University; Treasurer, J. P. D. John, De Pauw University.

MISHAWAKA.—The high school building of Mishawaka was badly burned a few weeks ago. It is a very fine three-story building and cost about \$75,000. The insurance is ample to cover the loss, but it will not cover the break in the school. The fire broke out while school was in session, but fortunately no panic occurred.

There are about *ten* reasons why no school-house should be more than two stories high.

THE SOUTHERN INDIANA TEACHERS' ASSOCIATION will meet in Vincennes March 24, 25, 26. An excellent program is almost completed, reduced rates have been secured on the railroads and at hotels, and a large attendance is expected. In addition to the program itself the "curiosities" of the oldest town in the state should have a drawing influence. Let all prepare to attend and have a good time. E. A. Bryan, of Vincennes, is chairman of the executive committee and will gladly answer all questions.

LAKE CO.—The institute of this county was held at Crown Point, beginning Dec. 21. It was largely attended. The enrollment Monday before noon was 107, and in the afternoon the number reached 112 *bona fide* teachers—a larger number than was ever before present on any one day. W. H. Fertich, Supt. of Shelbyville schools, was the instructor from abroad—the bulk of the work being done by the home talent. The interest was good and the spirit was good. Supt. Cooper has his matters well in hand and is giving good satisfaction.

P E R S O N A L .

J. W. Myrick is principal at Hazleton.

W. D. Hamer is principal of the Chili schools.

Miss Maggie Easley is principal of the Avilla schools.

John R. Weathers still has charge of the Cannelton schools.

W. J. Bowen is doing good work at the head of the Stockwell schools.

J. T. Lamb has been appointed Supt. of Greene county *vice* J. S. Ogg, deceased.

M. Grevy has been re-elected President of the French Republic for a term of seven years.

J. B. Lippincott, the head of the great Philadelphia publishing house, died January 5th, of heart disease.

E. E. Smith, Pres. of the late State Association, has been sick most of the time since its adjournment.

Geo. A. Powles, J. A. Byers, and F. J. L. Myer will conduct a ten-week normal in South Bend next summer.

A. T. Reid is doing a good work at Oxford. He was the recipient of an appropriate present from his pupils Christmas.

Mary B. Cox, a State Normal graduate, was recently married to Harvey Dexter, a prominent young man of Rensselaer.

Dr. Lucy C. Waite, of Chicago, has just been admitted to the University at Vienna on equal terms with the male students.

T. J. Sanders, Supt. of the Butler schools, is meeting with excellent success in his work this year. Everything moves like clock-work.

J. E. Manix, who has many friends in Southern Indiana, is well pleased with his new work as Prin. of the schools at Elk Point, Dak.

W. H. Banta, Supt. of the Valparaiso schools, has the sympathy of a large circle of friends who sorrow with him in the death of his estimable wife.

H. M. Skinner is to present a paper on "Educational Statistics," to the National Superintendents' Convention to be held in Washington City, February 23, 24, 25.

Robert R. Gillum, Principal of the Anderson high school, has been elected general assistant in the State Normal School. He will go to his new position March 16th.

Dr. D. S. Jordan was elected President of the State College Association at its last meeting. He was also elected President of the new Scientific Association formed in the Holiday week.

S. B. Boyd, Supt. of Daviess county, has extended his labor and usefulness by becoming joint-proprietor of the *Daviess Co. Democrat*. He devotes most of his time, as heretofore, to the schools.

W. B. Woods, a graduate of the State Normal and now a member of the faculty of his *alma mater*, was married Dec. 22d, at Ann Arbor, Mich., to Miss M. Estella Norton, former teacher of Latin in the same school.

Frederick Treudley, who has been the successful superintendent of the Union City schools for several years past, has received a unanimous call to the superintendency of the schools at Youngstown, Ohio, at a salary of \$2000. It is understood that he will go to his new field of work about April 1st. Mr. Treudley is a graduate of the State University and a growing man, and Indiana regrets to lose him.

Wm. A. Mowry, who for the last year-and-a-half has been managing editor of the *Journal of Education*, Boston, has bought of the New England Publishing Co., *Education*, the bi-monthly, and will hereafter devote himself to the interests of that magazine. T. W. Bicknell, who has from the first edited *Education*, will devote his entire time to the *Journal* and the *Teacher*.

Dr. Adolph Gerber, recently elected to the Chair of German and French in Earlham College, is a young man of rare scholarship. After

his graduation from the Gymnasium of Fleusburg, he spent two years at the University of Leipsic studying Comparative Philosophy, Sanscrit and Teutonic Languages. He then spent two years at the University of Munich studying Classical Philosophy and Archeology. In 1884 he delivered a course of lectures at Johns Hopkins University, where he has since been engaged in the study of Romance Languages. In the acquisition of such scholarship Earlham College is to be congratulated.

DIED—J. Shannon Ogg, late Superintendent of Greene county, on December 26, 1885.

Mr. Ogg was born at Summerfield, Ohio, and removed with his parents to this county about twenty years ago. His education above the common schools was first in the high school at Mitchell, and afterward at the State University. He was a worthy young man, of whom much was expected, but his untiring energy and strong determination to elevate the standard of the schools under his care led him to exertions too great for his physical ability, and the result was his last illness and death. Mr. Ogg was a christian gentleman, and though he died in the midst of his usefulness, the Great Work of this life had not been neglected.

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1-17

BOOKS FOR NEXT TERM—Seldon's General History (*just published*), has been already introduced into one college and five academies. Introduction price \$1.60. For one month sample copies will be sent, post-paid, on receipt of \$1.00. Seldon's Chemistry (recently published), is already introduced into seven colleges and sixteen high-schools. Introduction price \$1.12. Sample copy sent, post-paid, on receipt of introduction price.

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INDIANA IN THE WAR OF 1812—III.

HUBERT M. SKINNER.

THE defense of Fort Harrison (near the site of Terre Haute) on the 4th of September, the day following the massacre of the Pigeon Roost, is almost as notable as the defense at Tippecanoe. Alike it was conducted by one who subsequently became President of the Republic, and whose death in office awakened a nation's heartfelt sorrow. The fort was surprised at night. The block-house was set on fire, and the flames were increased by their communication with casks of whisky. It seemed that no human power could quench them. More than half the little garrison were sick with fever. Captain Zachary Taylor arose from a bed of sickness to conduct the defense. The men gave themselves up for lost. The demoniac screams of the red devils, the shrieks of the women and children, the roar and the heat of the flames, the despair of the men—all were maddening. In the horror of the scene Capt. Taylor could not make his men obey orders. He alone seemed sane and collected. Finally, by his orders the roof was thrown off. The soldiers fought at once the flames and the savages. A new wall was built while the old wall was burning, and the garrison was saved. The attack lasted from eleven at night until six in the morning, when the baffled and defeated foe retreated.

In November 1812, General Hopkins led an army of twelve hundred and fifty men from Vincennes up the east bank of the Wabash to Tippecanoe, and destroyed several towns. One of

his detachments was drawn into an ambushade and suffered serious loss.

In the same month Colonel Campbell, with six hundred men, advanced from Ohio to the Mississinewa and burned three Indian villages in the region of Wabash county.

In June 1813, a cavalry force of one hundred and thirty-seven, under Col. Bartholomew, of the regular army, advanced from Vallonia up the West Fork of the White River. One of the companies was commanded by Capt. William Dunn, and was piloted by John Tipton. This company encamped one night upon what is now Circle Park, in Indianapolis, where a man who was the incarnation of the energy of war now stands in bronze. The companies joined the command of Col. Russell in July, and marched against the Mississinewa towns, effectually suppressing all disturbances in that quarter.

Meantime, at Fort Harrison a new enemy had appeared—a fierce fever raged among the troops of the garrison. Capt. Dunn now marched to that post. Only four of the soldiers, of all the company, were able to perform duty. Had the Indians appeared, no adequate resistance could have been made, and all must have fallen.

The skirmish of Maj. John Tipton—afterward U. S. Senator from Indiana—was a masterpiece of skill and daring, which deserves special mention. In March 1813, he arrived at Vallonia, in Jackson county, and found that the Indians had killed or wounded four men in the vicinity. At the head of a force of thirty he pursued the foe. The latter, to the number of sixty, took a position on an island in Driftwood River, now known as Tipton's Island. Two to one, well armed and screened by the timber, they awaited attack. Tipton was a master of strategy. Tell me no more that the wild men have the perception of the hound, and can not be surprised. Undiscovered himself, Tipton discovered them, passed unobserved with his men completely around them, and fired deadly volleys into their group. With a shout of terror the miscreants fled almost at once, dropped their guns and sprang into the stream. The river bore away the bodies of the dead, and the remnant retreated far away.

The last engagement of the war was fought on the 13th of May, 1815, in Sullivan county. This region had been the scene of various outrages. Here the Dudley Mack massacre occurred—details of which I have been unable to secure. A few miles up the river a boat's crew was attacked, two men were killed and eight wounded. And now, as the war drew to a close, new troubles were in store. Seven men were killed near Fort Harrison, and three near Vincennes. Lieut. Morrison, with sixteen men, now marched through the forest to reconnoitre the ground. They fell into an ambush. Five fell dead and were scalped by the savages. The rest, pursued by the demons, took to flight and escaped through the woods.

This outrage, like the battle of New Orleans, it will be observed, occurred subsequently to the signing of the Treaty of Peace with Great Britain.

Sweet peace came in earnest with the summer of the new year, 1815. The grass grew green over the graves of heroes who slept their last, long sleep. The young nation, tried in the furnace, emerged from the conflict with high resolves and unquenchable spirit, to fulfill its destiny; and the Territory of Indiana, already looking forward to State honors, gave itself to the achievement of the victories of peace.

THE ORDINANCE OF 1787—III.

CYRUS W. HODGIN.

ITS ORIGIN.

At the close of the Revolutionary War, Congress, in adjusting the claims of officers and soldiers, gave them in settlement, interest-bearing continental certificates. The United States treasury was in a state of such depletion and uncertainty, that these certificates would, at the time of which we write, bring in the market but about one-sixth of their nominal value. At the close of the war many of these officers were in a state of great poverty, notwithstanding the fact that they held thousands of dollars in these depreciated obligations of the government.

On the eve of the disbandment of the army in 1783, about

two hundred and fifty officers petitioned Congress for a grant of land in the Western Territory. Among the petitioners was Gen. Rufus Putnam. It was his plan, if Congress should comply with the petition, to form a colony and remove to the Ohio Valley. On the 16th of June, 1783, Putnam addressed a letter to Gen. Washington setting forth the advantages that would arise if Congress should grant the petition, and urged him to use his influence to secure favorable action upon it. This letter is of great interest in the development of the history of the Northwest. It is printed in full in Walker's History of Athens County, Ohio, pp. 30-36.

The chief advantages of this project, as set forth by Gen. Putnam were, the friendship of the Indians, secured through traffic with them; the protection of the frontier through this friendship of the Indians; the promotion of land sales to others than soldiers, thus aiding the treasury; and the prevention of the return of said territory to any European power. There were, in the letter, other suggestions of far-reaching interest, viz.: 1. That the territory should be surveyed into six mile townships. This, so far as I can learn, was the first suggestion of our present admirable system of government surveys. 2. That in the proposed grant, a portion of land should be set apart for the support of the ministry. 3. That another portion be appropriated to the maintenance of free schools.

One year later Washington wrote to Putnam, that notwithstanding he had urged upon Congress the necessity and the duty of complying with the petition, nothing had been accomplished. The failure of this plan, led to the development of another and better one.

In 1785, Congress adopted the system of surveys suggested by General Putnam, and tendered him the office of Government Surveyor. He declined, but through his influence, his friend and fellow-soldier, Gen. Benjamin Tupper, was appointed. In the fall of 1785, and again in 1786, Tupper visited the territory, and in the latter year he completed the survey of "the seven ranges" in Eastern Ohio. In the winter of 1785-6 he held a conference with Putnam at the home of the latter, in Rutland. Here they talked over the beauty and value of "The West,"

(Ohio) and devised a new scheme for "filling it with inhabitants." They issued a call to all officers, soldiers, and others, "who desire to become adventurers in that delightful region" to meet in convention for the purpose of organizing "an association by the name of *The Ohio Company*." Delegates from different New England counties met at Boston, March 1, 1786. A committee, consisting of General Putnam, Manasseh Cutler, Colonel Brooks, Major Sargent, and Captain Cushing, was appointed to draft a plan of association. Two days later they made a report, some of the most important points of which were:

1. That a stock company should be formed with a capital of one million dollars of the *continental certificates*, already mentioned.
2. That this fund should be devoted to the purchase of lands northwest of the river Ohio.
3. That each share should consist of one thousand dollars of *certificates*, and ten dollars of gold or silver to be used in defraying expenses.
4. That directors and agents be appointed to carry out the purposes of the company.

Subscription books were opened at different places, and at the end of a year, a sufficient number of shares had been subscribed to justify further proceedings. On the 8th of March, 1787, another meeting was held in Boston, and General Parsons, General Putnam, and Manasseh Cutler were appointed directors, and were ordered to make proposals to Congress for the purchase of lands in accordance with the plans of the company. Later, the directors employed Dr. Cutler to act as their agent and make a contract with Congress for a body of land in the "Great Western Territory of the Union."

To those who have studied this transaction of the Ohio Company in its various bearings, there can be no doubt that through it the Ordinance of 1787 came to be. The two were intimately related parts of one whole. Either studied alone presents inexplicable difficulties; studied together each explains the other. It was through the agency of Dr. Cutler that the purchase of land was effected and that those radical changes in the Ordinance were made between the 9th and 13th of July, 1787.

From the Doctor's diary, we learn that for the prosecution of his mission to Congress, he left his home in Ipswich, twenty-five miles northeast of Boston, on Sunday, June 24, 1787. He

preached that day in Lynn, and spent the night at Cambridge. While he continues his tedious ten-day journey to New York in his old-fashioned, two-wheeled, one-horse sulky, meditating upon the magnitude of his mission, forging the arguments and planning the lobby schemes by which to influence Congress, we will spend a little time in looking up his biography.

Manasseh Cutler was born at Killingsly, Conn., May 3, 1742. His father was Hezekiah Cutler, of staunch old Puritan stock. At the age of twenty-three he graduated at Yale College. The two years following were devoted to the whaling business and storekeeping at Edgartown, on Martha's Vineyard. Not enjoying his occupation, however, he studied law, while still continuing his business, and in 1767 was admitted to the Massachusetts bar. This profession proved little more congenial, and he determined to study theology. He did so, and was ordained at Ipswich, in 1771, where he continued preaching until the breaking out of the Revolution, when he entered the army as a chaplain. In one engagement he took such an active and gallant part that the colonel of his regiment presented him with a fine horse captured from the enemy. Before the war closed, he returned to his parish, and as the physician of the town was employed in the army, Dr. Cutler studied Medicine, received the degree of M. D., and for several years ministered to the physical as well as the spiritual maladies of his parishoners. He was now a graduate in all the so-called learned professions—of law, of divinity, and medicine. He possessed decided scientific tastes, and was the equal in scientific attainments, of any man in America at the time. excepting Dr. Franklin, and perhaps Dr. Rush. He was a member of the American Academy of Arts and Sciences, and several other learned bodies. Two years before his journey to New York, there had been published in the memoirs of the American Academy, Vol. I., four different papers from his pen. Two of these were astronomical, one was meteorological, and the other was botanical. The last mentioned was the first attempt made by any one to describe, scientifically, the plants of New England. He classified, by the Linnæan system, three hundred and fifty species of plants found in his neighborhood. These publications had brought him to the notice of the learned through-

out the country, and secured for him a cordial welcome into the literary and scientific circles of New York and Philadelphia. As we have already seen, he became a leading spirit in the enterprise of the Ohio Company. In 1795 President Washington offered him the judgeship of the Supreme Court of the Ohio Territory, which he declined. He was afterwards a member of the Massachusetts Legislature, and from 1800 to 1804 he served his district as its Representative in Congress. Declining a re-election, he returned to the pastorate of his old church, where, at the time of his death, in 1820, he had been for nearly fifty years.

He was a man of commanding presence, "stateily and elegant in form, courtly in manners, and at the same time easy, affable, and communicative. He was much given to relating anecdotes and making himself agreeable." His character, his attainments, his manners, and his knowledge of men fitted him admirably for the task of uniting the diverse elements of Congress upon the scheme he was sent there to represent. How he accomplished this will be the subject of the next paper.

RICHMOND NORMAL SCHOOL, December 25, 1885.

EDMUND SPENCER.

MATTIE CURL DENNIS.

"The race of yore,
Who danced our infancy upon their knee,
And told our marvelling boyhood legends store,
Of their strange ventures happed by land or sea,
How are they blotted from the things that be!"

—*Lady of the Lake, Canto III.*

SOCIETY, Politics and Religion have their ebb and flow; now approaching, now receding from that ideal boundary line which marks the progress of the world's thought and aspiration and encourages the strength of human hope and endeavor.

The philosophy of all three is embodied in the History and the Literature of the nations, and by the mastery of these we are enabled to enter into the most sacred sanctuary of a people's household gods, and worship at their shrines, or, if we choose,

to improve upon these models and create new ones generated by new and perhaps more ennobling influences. This Spencer did; he not only discovered the beauties, but observed many of the defects in the literature that had preceded him, and so through his intellectual inheritance from the past he was enabled to create *new* literature and almost a *new* language out of the decaying embers of Chaucerian splendor. A century-and-a-half had fallen with a thunder-crash upon the Canterbury Tales. Spencer stood like some great isolated fact upon the open threshold of this new era; he was contemporary with many of the stirring scenes upon which hung the issues of this eventful century; he saw the defeat of the Armada and the consequent humiliation of the haughty Philip of Spain; he saw Protestantism tremble in the balance while Old World bigotry held the scales; he saw an educated, politic Queen surrounded by some of the wisest statesmen and diplomatists that history records; he saw complications and intrigues thwart high motives and resolves. Of obscure, though perhaps of "gentle birth," yet he counted among his friends such men as Litney, Raleigh, and Gabriel Harvey.

This was a kind of transition period in the world's history. After the authority of Elizabeth became established a kind of political and ecclesiastical respite ensued. The century had been shaken by events that have changed the bent of modern civilization; great issues were still at stake, but men with a purpose and a future began to seek adventures from *within* as well as from without, and the "new worlds" here discovered were more beautiful and real than those of Columbus. For half a century men had seen tragedy acted before their eyes in a thousand forms; they had seen great epics lived out by men and women who had completed them at the stake; they had seen the overthrow of institutions, dogmas and creeds that had remained fixed for ages. The strife was now to be removed from the dominion of kings and princes, and give place to the long, weary struggle of the *people* after liberty of thought and speech. There was no lack of material for either poet or painter. Imagination had run riot; the times demanded a master, and God sent the author of the "Færie Queen."

Spencer was born in London in 1553, graduated at Cambridge at the age of twenty, went to the north of England, and while there composed his first poem, *The Shepherd's Calendar*, which was published in 1579, while he was the guest of Sir Philip Sidney. The *Calendar* consists of 12 eclogues, named according to the months of the year. His love for Rosalind seems to be the inspiration for the poem, and his disappointment lends a grace and sweetness which gives an added charm to the work. Taine says, "It is full of delicate loves, noble sorrows and lofty ideas where no voice is heard but of thinkers and poets." The prosy reader may see in it only dry disquisitions between theologians, and for him it may be "very moral" and therefore "very dull"; but, it is because he has not caught "the music of that inward ear," and has failed of

"The fayre fields and pleasant lays there bene,
The fields aye fresh, the grass aye greene."

What can be more purely imaginative than this, from the eclogue for February, where, in that beautiful fable of "The Brier and the Oak" he tells us of the

"Faded oak
Whose body is sere, whose branches broke,
Whose naked arms stretch unto the fire!"

Another verse from the same eclogue—

"But gently took that ungently came,"

Lowell says that Coleridge liked so well that he imagined that he had written it.

It is not so much the matter as the manner of the *Shepherd's Calendar* that is worthy of note; it is the beginning of a revolution in style which marks an epoch in literature. The reflective stage, in which poets became self-critics.

In Spencers's time poetical invention consisted in investing the imagination with outward circumstances wholly unlike the realities of life. In this panoramic masquerade, if the poet chose to write on a subject that belonged to the peaceful pursuits of life, he confined himself largely to the pastoral form of composition; if he wished to write about war and adventure, it must be a masquerade of knights and ladies, and nymphs and demons and faeries; something superhuman and remote was necessary in those

days of gloss and ornament and unrealy and lack of confidence, to give dignity to the composition and lift it out of the mire, the market and the home. The masses seemed really to be in the "Mother Goose" stage of mental development.

When a poet wished to express a thought, he must put his words into the mouths of imaginary rustics who live in sheep-folds beneath the blue sky, in the open air. A few years later the age was ready for the wonderful personation of character in the drama.

Spencer's goat-herds wear the unpoetical names of Colen Clout, Cuddie, Hobbinoll, etc. Chaucer is the god of shepherds and the "fair Elisa" is not only goddess but Queen of England. But words, "too cold breath gives." The Shepherd's Calendar like every other poem must be studied and loved as you love a beautiful child or a flower, to be understood and appreciated. An English Literature, with even lengthy extracts from an author and with never so good explanations in it may be an *incentive* to the study of literature; it can be nothing more; but this is much.

A single circumstance often marks the trend of a life, and throws up its warmest colorings; it seemed thus with Spencer. It required a later day than his to give bread to poets or gain a ready recognition for genius among the great. The Shepherd's Calendar had shown Spencer as well as his friends that he had capability, but that leisure which Emerson defines as opportunity to use our powers as we choose, Spencer could not now command; but the door of opportunity which never shuts wholly against an earnest man or woman, opened for Spencer. Lord Essex's great colonizing scheme for Ireland had failed, and Ireland in revolt meant vantage-ground for the enemies of England; something must be done. Lord Grey was appointed Deputy of Ireland and Spencer became his Secretary; and here he spent most of the remaining sixteen years of his life. Here at Kilkoman Castle, the old home of one of the Desmonds, here,

"Under the foot of Mole, that mountain hoar,
Keeping his sheep amongst the coolly shade
Of the green alders by the Mulla's shore,"

he lived and wrote and played upon that "oaten reed" that charmed the "Shepherd of the Ocean."

There are two ways by which we may judge a work of art; we may compare it with an ideal æsthetic standard absolute in itself, or we may judge of its relative merits considering its place in literary history and the circumstances which produced it. Spencer will bear measuring by either standard. To appreciate the "Færie Queen," we must cut loose from all material notion of things and contemplate his work in the realm of the pure ideal; for he leads to that extreme verge of "fairy-land" from whose sunny summits the things of common life forever vanish; and instead of common things we must contemplate knights and ladies whose impossible feats charm, mystify and cheat us until we forget this life so "rank and real" and float away through mysterious nothingness into a land of sunbeams and mist-wreaths. The scope and novelty of his imagination is beyond the "ken and tether" of other men. He has robbed wonderland of its enchantments, monopolized mythology and stolen the theological creeds of christendom, and hurled them promiscuously into his great poem, the Færie Queen.

The political and religious condition of Ireland doubtless added much to the natural bent of Spencer's genius; there he had before his eyes much such a dreary world as the poet of knight-errantry imagines; there in truth were the "great woods," where Innocence often suffered, or was rescued by the strong hand of might. The only substitute for broken law here was deceit, temptations and treachery, real "Archimagos" and "Tidessas," witches and enchantments. Those great Irish rebellions and social wars furnished plenty of work for an Arthur and all his brave knights.

The Færie Queen has both an allegorical and a political meaning, and each at times is difficult to comprehend; besides there is nothing inherent in the nature of the poem that enables us to understand how it originated in the author's mind; the language, much of it, was antiquated, even in Spencer's day, as is clear when compared with the language of Daniel, Sidney, and other poets contemporary with him; and he always felt at liberty to spell a word to suit himself or his verse; his mighty imagination acted just as vividly on the ugly, the deformed, the loathsome and the obscene as it did upon the beautiful, the pure and the good. He

seemed to be a veritable double self, and as much Spencer in Archimago as in Arthur; still he has the power to keep us convinced that he is always pure, a thing which Byron even in his loftiest flights fails to do. Fortunately for Spencer and for the world, his explanation of the poem to his publishers and to Gabriel Harvey and Raleigh, have made it possible to gather its intricate meanings, and has saved to literature this relic of art. Spencer tells us that he intended to give the plot of his poem in the 12th book, but his death prevented the completion of but six; so his poem must stand, a broken column of art.

He says that he intended, through the mythical character of King Arthur, to fashion a noble man in whom the twelve virtues as set forth by Aristotle should be exemplified. In Arthur he particularly sets forth Magnificence, since, he claims, this virtue embodies all the other twelve. He makes twelve different knights represent in its perfection the twelve virtues, and then makes all these virtues reappear, in a degree, in King Arthur. Critics claim, and wisely, that the *perfection* of *all* the virtues in one character would not have produced a man, but a monster—possibly it would make an angel? His design then was to exhibit a specimen of general excellence in the character of Arthur in his pursuit after “Gloriana,” or glory. To illustrate his idea, Spencer devises a feast of the “Færie Queens,” upon which on twelve different days, twelve different adventures are to be undertaken by twelve different knights; these adventures were to be treated separately in the twelve books that were to have contained the completed allegory.

In the beginning of this feast, a “clownish young man” presented himself, as was the custom, at the feet of the Færie Queen, and begged a favor, which she must not refuse; he asked for the achievement of any adventure that might happen during the feast. A lady now appears upon the scene, and tells the Queen that, “The ancient King and Queen—her father and mother—have been many years shut up in a brazen castle by the great Dragon,” and beseeches the Queen of the feast to send some one of her knights to release the prisoners in the castle. The “clownish knight” begs the adventure, and the lady, “much doubting,”

tells him that if the armor she brought shall fit him, that she will grant him the enterprise. *It fits him*, and soon, upon a "straunge courser,"

"A gentle knight was pricking on the playne."

Spencer has written a number of minor poems, and as is usual, some of his finest strokes of genius are to be found in these less known, but more carefully prepared productions. His Sonnets, which consist of a history of the progress of his wooing and winning his *second* Rosalind, or rather Elizabeth Nagle, have but few special points of genuine merit, especially when we remember that Shakespeare and Mrs. Browning have both written Sonnets. His Epithalamion, written in honor of his own marriage, is one of the most graceful poems in our language. I will give but four lines from it,—

"Wake now, my Love, awake; for it is time;
The rosy Morne long since left Tithon's bed,
All ready to her silver couche to clyme;
And Phoebus gins to shew his glorious hed."

His "Tears of the Muses" laments the lack of the proper appreciation of poetry, and the poem entitled "The Ruins of Time" suggests its own meaning. The special lament seems to be for the city of Verulam, an old Roman town in Hertfordshire. The poem is produced under the emblematic representation of a woman, mourning and moralizing over the decay of towns and palaces, and the decay of learning.

His Astrophel, an ode on the death of Sidney, contains some worthy passages; only Spencer can not weep. He tried that in his Daphsiaida, an elegy on the death of Lady Howard; though this latter poem contains the following fine lines:

"I hate the day because it lendeth light
To see all things, and not my love to see."

"Mother Hubbard's Tale" and "Colen Clout's Come Home Again" abound in fable, description of the manners of the times, dissertations on the state of the clergy, etc. Mother Hubbard's Tale contains the graphic and well known description of Spencer, when seeking courtly favor, which closes with the following lines

"To fawne, to crouch, to waite, to ride, to rome,
To spend, to give, to want, to be undone."

Spencer's Tale of the Spider and the Butterfly would make one of the finest morning exercises for a school that could be found in English classics. The "Review of the State of Ireland" is a well written, authentic pamphlet on the condition of Ireland in those troublous times of Desmond's and Tyrone's Rebellions and the Munster Wars.

Spencer died in London in 1598, and was buried in Westminster Abbey near Chaucer; and so they sleep,—

"Compassed by the inviolate sea."

NUMBERS AND THEIR EXPRESSION.

BY E. E. WHITE, LL. D.

THE failure to make a clear distinction between *numbers* and their *expression* is still a common error in elementary instruction in arithmetic. This error is sometimes made by good arithmeticians, and it even lurks in several of the later text-books. Their fundamental rules contain such statements as "add the figures in the first column," "when a figure in the subtrahend is greater than the corresponding figures in the minuend," "multiply the multiplicand by each of the figures of the multiplier in succession," "divide the fewest of the left-hand figures of the dividend that will contain it, by the divisor," etc. In these, and like expressions, figures are considered numbers.

A number is a numerical quantity, and its existence and nature do not depend on its expression. The number seven, for example, has three common expressions, viz., *seven*, 7, and VII. These are three expressions of the *same* number. There is no such thing as a word number, an Arabic number, or a Roman number. The number seven may be expressed by the word *seven*, the Arabic character 7, and the Roman letters VII. Each of the digital numbers may be expressed by nearly as many words as there are different languages.

This confusing of numbers and their expression appears in several current definitions of a fraction, and especially of a decimal fraction. A fraction has been defined as "an *expression* of one or more of the equal parts of a unit,"—an accurate defini-

tion of the words "an expression of" be omitted. The definition of several excellent authors make the existence of a decimal fraction depend on its expression *in figures with a decimal point and without an expressed denominator*. The surest way to correct such a misconception is to determine whether there is such a *numerical quantity* as a decimal fraction. If there is such a number, it must exist independent of its expression, whatever this may be.

All fractions have their origin in the division of a unit into equal parts, one or more of these equal parts being a fraction of the unit. A unit may be divided into any number of equal parts, as into halves, fourths, eighths, sixteenths, thirds, sixths, twelfths, fifths, tenths, twentieths, etc. This is the *common* division of a unit, and the resulting fraction is called a *common fraction*. A unit may also be divided into tenths, hundredths, thousandths, etc.,—the unit being divided into ten equal parts, the tenths into ten equal parts, etc. This is a *decimal* division of a unit, and the resulting fraction is called a *decimal fraction*. It is thus seen that a decimal fraction is a *numerical quantity*, and as such it exists independent of its expression, the same as any other fraction or any other number. A fraction is one or more of the equal parts of a unit; and a *decimal fraction is one or more of the decimal parts of a unit*. If a decimal fraction is not one or more of the decimal parts of a unit, it has no existence as a numerical quantity.

It is true that a decimal fraction may be expressed in *figures* "by means of the decimal point and without the denominator expressed," but this peculiar expression is not the decimal fraction. When a decimal fraction is expressed *in words* no decimal point is used and the denominator is expressed; as *seven tenths*, *twenty five hundredths*, *forty thousandths*, etc. Any fraction may be expressed in at least two modes; as three fifths and $\frac{3}{5}$, (also $\frac{3}{5}$ and 3-5). There are three modes of expressing a decimal fraction; as *seven tenths*, $\frac{7}{10}$, and .7, the last being peculiar to decimal fractions, and hence being called the *decimal form*.

It is to be observed that seven tenths, $\frac{7}{10}$, and .7 do not express different fractions, but the *same* fraction; and hence if the fraction expressed by .7 is a decimal fraction, the fraction expressed by seven tenths and $\frac{7}{10}$ is also a decimal fraction. It is

the one identical fraction that is expressed by the three modes. On the contrary, $\frac{3}{4}$ and .75 express *equal* fractions, but not the *same* fraction. The fractional part is not the same and the number of parts is not the same. The expressions seven tenths, $\frac{7}{10}$, and .7 express the same fraction, the fractional part being the same (tenths) and the number of parts (seven) being the same.

All uncertainty respecting the true nature of a decimal fraction may be removed by a careful consideration of such questions as the following :

Which existed first, the decimal fraction or its peculiar decimal expression, the thing or its sign ?

Can a decimal fraction be expressed *in words* ? If not, how can a pupil read a decimal fraction ? If not, how can a teacher dictate decimal fractions for pupils to express in figures ?

A pupil writes on the board .75 and thinks "seventy-five hundredths." Is the fraction which he *thinks* a decimal fraction ? If not, why not ?

There is a clear and wide distinction between a decimal fraction and its expression "with the decimal point and without the denominator expressed." If the decimal point be an essential part of a decimal fraction, such a fraction can only exist on blackboard, slate, paper, or other material substance. It exists only as sensible characters, and has no existence in the mind or as a numerical quantity. The fact is that a decimal fraction is a *number*, and as such does not exist in the eye !

¶ The error of confusing numbers and their expression is most serious in the first lessons in arithmetic. Many teachers use figures from the first as numbers, taking no pains to make a clear distinction between numbers and their signs,—an error akin to the teaching of words as ideas.

There is a kindred error in confounding numbers with objects. A group of objects that represent a number to the eye, is conceived to be the number itself. The teacher says to her pupils, "Show me the number three," and a pupil holds up three fingers. Now, it is not the group of three fingers that is the number three, but the *threeness* of the fingers,—the *how many* in the group. This suggests the possibility of keeping pupils numbering, combining,

and separating groups of objects so long that it may be difficult to *unsense* their conception of number, — to secure the easy apprehension of number without reference to sensible objects. Pupils should pass (not too early) from numbers represented by objects in sight and not in sight (imagined) to the abstract numbers.

The statement has often been made that a child can not think an abstract number. If the word "think" is used in the sense of *image*, the statement is obviously true, for all images or sense concepts are necessarily particular and concrete. But if the word "think" is used in the sense of *apprehend*, the statement is misleading. No one really knows a number until he apprehends it abstractly; that is, until he apprehends the abstract number. When a child can think seven as more than three, without imagining seven particular objects and three like particular objects, he apprehends both seven and three as abstract numbers.

But the more common error, by far, is the teaching of the words and figures that represent numbers before the numbers are known either concretely or abstractly. In all elementary teaching, it is important that clear distinctions be made between ideas and words between numerical quantities and relations and their expression.

FORMS AND METHODS IN ARITHMETIC—III.

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25. Interest is the product of three factors, *principal*, *rate*, and *time*. Their product gives the interest; and this product *divided* by any two of the factors gives the other factor.

26. Ex. Find the interest of \$285 for 1 yr. 5 mo. 10 d. at 9 per cent. Also, find the amount.

FORM OF WORK.

$$1 \text{ yr. } 5 \text{ mo. } 10 \text{ d.} = 520 \text{ d.} = \frac{520}{360} \text{ yr.} = \frac{13}{9} \text{ yr.}$$

$$P \times R \times T = I.$$

[The pupil uses cancellation when possible.] $\frac{285}{1} \times \frac{9}{100} \times \frac{13}{9} = I;$
 $\frac{285}{1} \times \frac{9}{100} \times \frac{13}{9} = 37.05;$
 Hence, the interest is \$37.05.

$$P + I = A.$$

$$\$285 + \$37.05 = 322.05, \text{ amount.}$$

27. Ex. *In what time will \$1728, at 6 per cent., amount to \$1872?*

FORM OF WORK.

$$\$1872 - \$1728 = \$144, \text{ interest (I).}$$

$$P \times R \times T = I.$$

$$1728 \times \frac{6}{100} \times T = 144;$$

$$T = 144 \div (1728 \times \frac{6}{100});$$

[Use cancellation.]

$$T = 144 \times \frac{1}{1728} \times \frac{100}{6} = \frac{25}{18}.$$

Hence, the time is $\frac{25}{18}$ yr = 1 yr. 4 mo. 20 d.

NOTE —As the rate is by the year, the result obtained will be of that denomination.

28. Ex. *At what rate will \$1000 in 9 mo. 9 d. produce \$54.25 interest?*

FORM OF WORK.

$$9 \text{ mo. } 9 \text{ d.} = 279 \text{ d.} = \frac{279}{360} \text{ yr.} = \frac{31}{40} \text{ yr.}$$

$$P \times R \times T = I.$$

$$1000 \times R \times \frac{31}{40} = 54.25;$$

$$R = 54.25 \div (1000 \times \frac{31}{40});$$

[Use cancellation.]

$$R = \frac{54.25}{1000} \times \frac{40}{31} = .07.$$

Hence, the rate is 7%.

29. Ex. *What principal will in 7 yr. 4 mo. at 8 per cent. give \$277.20 interest?*

FORM OF WORK.

$$7 \text{ yr. } 4 \text{ mo.} = 7\frac{1}{3} \text{ yr.} = \frac{22}{3} \text{ yr.}$$

$$P \times R \times T = I.$$

$$P \times \frac{8}{100} \times \frac{22}{3} = 277.20;$$

$$P = 277.20 \div (\frac{8}{100} \times \frac{22}{3});$$

[Use cancellation.]

$$P = \frac{277.20}{1} \times \frac{100}{8} \times \frac{3}{22} = 472.5.$$

Hence, the principal is \$472.50.

30. Ex. *What principal will in 5 yr. 8 mo. 15 d. at 5 per cent. give \$575.40 interest?*

FORM OF WORK.

$$5 \text{ yr. } 8 \text{ mo. } 15 \text{ d.} = 2055 \text{ d.} = \frac{2055}{360} \text{ yr.} = \frac{137}{24} \text{ yr.}$$

$$P \times R \times T = I.$$

$$P \times \frac{5}{100} \times \frac{137}{24} = 575.40;$$

$$P = 575.40 \div (\frac{5}{100} \times \frac{137}{24});$$

[Use cancellation.]

$$P = \frac{575.40}{1} \times \frac{100}{5} \times \frac{24}{137} = 2016.$$

Hence, the principal is \$2016.

31. Ex. *What principal will in 4 yr. 11 mo. 17 d. at 7 per cent. give \$867.42 interest?*

FORM OF WORK.

$$1 \text{ yr. } 11 \text{ mo. } 17 \text{ d.} = 1787 \text{ d.} = \frac{1787}{360} \text{ yr.}$$

$$P \times R \times T = I.$$

$$P \times \frac{7}{100} \times \frac{1787}{360} = 867.42;$$

$$P = 867.42 \div \left(\frac{7}{100} \times \frac{1787}{360} \right);$$

$$[\text{Use cancellation.}] P = \frac{867.42}{1} \times \frac{100}{7} \times \frac{360}{1787} = 2496.37.$$

Hence, the principal is \$2496.37.

32. Ex. *At what rate will \$3975, in 6 yr. 7 mo. 20 d., give \$2375.06 $\frac{1}{4}$ interest?*

FORM OF WORK.

$$6 \text{ yr. } 7 \text{ mo. } 20 \text{ d.} = 2390 \text{ da.} = \frac{2390}{360} \text{ d.} = \frac{239}{36} \text{ yr.}$$

$$P \times R \times T = I.$$

$$\frac{3975}{1} \times R \times \frac{239}{36} = 2375.0625;$$

$$R = 2375.0625 \div \left(\frac{3975}{1} \times \frac{239}{36} \right);$$

$$[\text{Use cancellation.}] R = 2375.0625 \times \frac{1}{3975} \times \frac{36}{239} = .09.$$

Hence, the rate is 9%.

33. Ex. *In what time will \$750, at 6 per cent., give \$105 interest?*

FORM OF WORK.

$$P \times R \times T = I.$$

$$\frac{750}{1} \times \frac{6}{100} \times T = 105;$$

$$T = 105 \div \left(\frac{750}{1} \times \frac{6}{100} \right);$$

$$[\text{Use cancellation.}] T = 105 \times \frac{1}{750} \times \frac{100}{6} = 2\frac{1}{3}.$$

Hence, the time is $2\frac{1}{3}$ yr. = 2 yr. 4 mo.

34. Ex. *In what time will \$18.20, at $5\frac{3}{4}$ per cent., give \$10.23 interest?*

FORM OF WORK.

$$5\frac{3}{4}\% = \frac{23}{400}.$$

$$P \times R \times T = I.$$

$$\frac{18.20}{1} \times \frac{23}{400} \times T = 10.23;$$

$$T = 10.23 \div \left(\frac{18.20}{1} \times \frac{23}{400} \right);$$

$$[\text{Use cancellation.}] T = 10.23 \times \frac{1}{18.20} \times \frac{400}{23};$$

$$T = 9.775 +.$$

Hence, the time is 9.775 yr., or 9 yr. 9 mo. 9 d.

35. Ex. *What principal will in 7 yr. 7 mo. 13 d., at 7 per cent., amount to \$2400?*

Here, T, R, and A (amt.) are given to find P.

Introductory Explanation.

36. Any *principal* will bear the same ratio to its *amount*, that any *other* principal will to its *amount*, provided the *time* and *rate* are the *same* in each instance.

37. Hence, when the *amount*, *time*, and *rate* are given to find the principal, find the amount of *one dollar* for the given time and rate. Now, we know that the *required* principal is as many times the principal \$1, as the given amount is times the amount of \$1. Therefore, find the number of times the given amount contains the amount of \$1, for the given time and rate, multiplying the principal \$1 by it, and we have the required principal.

As multiplying the \$1 by the number of times does not change the *number itself*, we briefly say in this and in similar examples—

38. Divide the given amount by the amount of one dollar, and the result will be the principal, which put at interest for the given time and rate, will produce the given amount.

39.

FORM OF WORK.

Principal=\$2400÷Amt. of \$1.

Amt. of \$1=\$1+Int. of \$1.

Int. of \$1=Prin. \$1×R×T.

And, \$1 × $\frac{7}{100}$ × $\frac{2743}{360}$ = $\frac{19201}{36000}$, Interest of \$1.

\$1 + $\frac{19201}{36000}$ = $\frac{36000}{36000}$ + $\frac{19201}{36000}$ = $\frac{55201}{36000}$, Amt. of \$1.

2400 ÷ $\frac{55201}{36000}$ = 2400 × $\frac{36000}{55201}$ = $\frac{8640000}{55201}$ = 1565.18.

Hence, the principal is \$1565.18.

40. Let the following arrangement (or a similar one) be placed on the board:—

Examples.

	1.	2.	3.	4.	5.
\$516.71.....P×××??
7%.....R××?××
5 yr. 10 mo. 20 d.....T×?×××
\$213.....I?×××?
\$729.71.....A????×

41. Let the pupil understand that this arrangement denotes five problems. In the 1st, P, R, and T are given to find I and A; in the 2d, P, R, and I are given to find T and A; and so on. The ×'s denote the given items, the ?'s those that are required. To the left are *all* the items; but three are supposed to be given in each problem, the other two in each case being the answers.

42. Let the pupil place on his slate the complete work of each problem, using, for each, the items above on the left. (Any other similar items will do as well). Let his form of work be similar to that in articles 26, 27, 28, 29, and 39.

43. A pupil who has learned to solve readily a set of these problems according to the foregoing forms of work has, in my opinion, based on years of experience, a deeper, clearer, and more lasting understanding of *Interest*, than he can possibly obtain in any other way.

44. After the foregoing is thoroughly learned, a firm and *proper* foundation has been laid for the *short methods* in Interest. *These short methods should never be taught until the others are most thoroughly mastered.* Then, the pupil will be able to see what fact, device, or principle is the foundation of the short method; and such insight is not only desirable, but necessary to a proper knowledge of the subject.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

—:o:—

The real subject in education is the individual mind of each child, with its acquired habits and inherited tendencies. An evident proposition, then, is: If real teaching is done, each mind, with its peculiar habits and inherited tendencies, must be understood by the teacher; with its double corollary:—

(1) The number of pupils under the charge of a primary teacher should range between twenty and thirty. (2) The pupils should remain under the charge of a given teacher more than ten months.

The second proposition is: Mind being an organism, the heart (sensibilities) is no less an avenue to the intellect than is the intellect to the heart and will; with its corollary:—

Suspicion and severity can never enable the teacher to obtain a standing place in the child-mind.

The third proposition is: Two rival powers compose the mind—the *carrying power*—memory (the servant) and the *thinking power* (the master); with its double corollary:—

(1) The aim of education is to make the mind strong and skilled as a thinking power, and not to make it full as a carrying power. (2) The most practical education is that which sends the child into the business world with power to observe closely and to think (reflect) accurately upon what he observes.

PROHIBITIONS OF MENTAL SCIENCE.

The corrections of oral errors in language should not be deferred until the discussion of the point being considered is concluded.

Law upon which this is based:—*The mind tends to act again as it has acted.*

MANY hold that the child should not be interrupted in his train of thought, in order to correct his language, but that after he has finished his explanation, the attention may then be called to the mistake in language. If it is said that to correct it at the time would divert the child's attention from the point, the question arises, What is the "point"? Is the

point of a lesson a fact, the ascertaining whether a child has a fact, or is it *the power to think a thought and express it in good English as he thinks it?* Almost any one can correct a mistake in language, or give an expression correctly, when his attention is centered upon it, but it is only the mind that has been trained to it that can employ good English for his thoughts when his whole attention is engrossed with the thoughts. But this is what the active world requires. In order to be able to do this, however, the child must have done it in school, for the mind tends to act as it has acted.

The teacher should not call upon the quick, intelligent pupils as often as upon the slow, dull ones.

It is the testimony of consciousness that *the outer reacts upon the inner or spiritual*, and thereby presses the mental conceptions nearer the truth. Therefore, whenever a pupil attempts to put forth his thought in oral words or in visible forms, the conception itself becomes clearer. The need of the dull ones for this aid to clearness of thought, is the ground of the teacher's obligation to confer it upon them. There are two ways of mastering a thought,—

1. To study it; and to hear others explain it. If any pupils are to be limited to this way it should be the bright ones, for they can grasp it through these means on account of their keenness of perception.

2. To study it; to attempt to explain it; and to hear others discuss it. The benefits of this mode are to be granted to the dull ones most frequently.

THE PURPOSE OF THE KINDERGARTEN—HOW ACCOMPLISHED.

THE true aim of the kindergarten is the recognition of the child as a being of *thought, feeling, and will*. In all parts of the kindergarten we appeal to the child in the totality of his nature, i. e., we appeal to his mental, moral, and physical faculties. Although in some parts of the work one faculty may be more prominently displayed than another, yet *all* are appealed to in some degree. We appeal to his *moral faculty* by the *prayers* and *hymns*, and by

making the child reverent in every way. He is taught that all benefits are derived from one Source.

In the *gifts* the *mental faculties* are more strongly brought out, although it requires great manual skill to handle them and build with them. The child is required to count, to remember much that has gone before, and is led to see what is to come after.

The *games* and *occupations* are more adapted to the *physical training*, as in these the body and limbs are in constant use—the thoughts and feelings of the children being, however, constantly employed. The child must use his mental faculties in order to carry out physically the meaning in these exercises, while the music is all the time appealing to his better nature.

In the songs all three are about equally called forth. In all songs the music and words must correspond while the gestures must illustrate the meaning.

In studying the child Fröebel saw that *all* children in *all* nations instinctively sang the same little baby songs, and he thought that what was used so universally must have some meaning behind. So he made these songs over into plays that the mothers and teachers could use consciously. He gives us the *patacake*, the *hide-and-go-seek*, and the *dancing games* to appropriate music and gesture, and in this way they really mean something to the child. The child tries to imitate flying. The next time he sees a bird, he watches it, and the next attempt to imitate flying will be more real. He sings the carpenter-song; he goes to see the carpenter, notices his tools, observes how they are used, and in this way his circle of knowledge is widened.

He is given the sphere, cube, or cylinder, is told to look for like things, observes that all fruits and vegetables are round (have curved surfaces), and names them; that the parts of the body are cylindrical; that trees, etc., are like the cylinder; that houses are like the cube; and finally, that all architecture is derived from the cube. In this way he begins to classify in little objects, and from the small, large will grow.

When the child enters the kindergarten he is in what is called the investigative stage—that is he will break the doll to see why it opens and shuts its eyes; will tear open his engine to see what makes it go. Here the building gifts meet his need. He has a

whole composed of parts; he divides it, builds new objects, destroys them, and can again get the original whole.

As the child progresses, there are gifts to correspond with each stage in his development.

The kindergarten is the long needed mediator between the nursery and the public school, as it partakes of the nature of the former and paves the way to the latter.

ESTELLE HUSTED.

THE SECOND STAGE OF READING.

(From about the sixth month of school to close of the Third Year.)

IN the first part of this stage the subject-matter and the methods partake of the nature of those in the advanced stage, but more largely of those in the preparatory stage; while in the latter part of the work the reverse is the case.

Since all literature is the embodiment of thought, and all thought involves the relations indicated by the categories—it follows that the teacher of silent reading will find that all the questions employed by her in leading the children to obtain the thought, will find their classification under these categories; so that the question can not be—shall the categories be employed in obtaining the thought of the reading lessons in the primary stage, but shall they be applied informally (to the children), or formally and in such a way that the children are conscious participants in their application.

The true answer, probably, is that in the beginning of the primary stage the application of the categories should be informal, (the teacher, however, having in mind the systematic use of them) gradually passing into a conscious and systematic use of them, so as to, by this means, early implant among other habits, a habit of studying the reading lessons in the light of the categories. This alone would be a gain of great value, as it would go far toward solving that problem so often met by the primary teacher—“How can the primary pupil be led to study the reading lesson?” Many difficulties in discipline would thus be removed.

The most general method of dealing with a reading lesson is based on two principles:—

1. *The chief aim in the reading lesson has to do with the thought.*
2. *The mind can best master a thing, when the thing to be mastered is most free from entangling relations.*

It is therefore said by many, 'unless the mind is freed from the consideration of such things as the spelling, pronunciation, and meaning of new or vaguely understood words when it enters upon the attempt to obtain the thought of a paragraph or of a whole selection, it will be hampered and engrossed by these elements of form so as seriously to interfere with the mastery of the thought.'

The inference of those who reason thus, is that the treatment of a given selection as a reading lesson would involve three general kinds of work:—

1. The mastery of new words.
2. The consideration of the general thought.
3. The oral reading.

A selection having been decided upon, the mode of procedure would therefore be—

a. The selection of the most difficult words (difficult as to pronunciation, spelling, meaning, or in any respect) and the placing of them upon the board.

b. The study of these words by the pupils, as to their spelling, sounds, diacritical marking, pronunciation, and general meaning.

c. A recitation upon the given words in respect to these points.

d. The consideration of the thought. (The supposition being that the mind by this considerable and minute treatment of the form, has been so freed from it as to be able to turn the whole attention upon the thought.)

e. In primary classes the calling of the words from the beginning to the end of the sentence, and *vice versa*.

f. The oral reading.

This method, although apparently rational, is seen, upon close reflection, to be fallacious. If those same words with their peculiar characteristics of form and meaning were the ones that were to appear in every possible reading lesson, in and out of school, the theory would then hold true; and it would, therefore, be the rational order of work: first to devote a period to the mastery of this universal form, and then ever after be able to turn the undivided attention upon the thought.

But such is not the case. Each selection has its peculiar words with their peculiar characteristics. And to consider them first, and with all the detail indicated, tends not to free the mind from them, but to engross the mind with them—to give them an undue prominence in the mind. According to the method being considered, only about one-third of the time is devoted to the thought element; as for example upon any three days' work with a selection it usually requires one day upon the unfamiliar words, one concerning the general thought, and one devoted to the oral expressions, or if but one day is employed, one-third of the time upon the first, one-third upon the second, and the remainder of the time upon the oral expression. The practical results, therefore, of reading work of this character are:—

1. To give great prominence to the formal side, and to engross the mind with it.
2. To violate the principle of proceeding from the known to the related unknown.
3. To disregard the idea that the mind gains most power, when in each exercise, it exerts its present power to the highest degree.

The general mode of procedure that is suitable in the reading work of this, or of the succeeding stage, is based upon the following principles:

1. The aim in teaching reading is to confer upon the pupil the power to obtain thought from language *without considering the spelling, sounds, pronunciation, and general meaning of the words, except in a very subordinate degree.*
2. The mind, in the attempt to master the thought of a selection, must exhaust its already acquired power and knowledge in the attempt at interpretation before dealing with extraneous aids. That is, the pupil's experience, knowledge, and power, and the relations of the words in the paragraphs should all be utilized to the utmost before outside agencies, such as dictionaries, etc., are employed.
3. Spelling, separate sounds, pronunciation, etc., belonging to oral reading, should, until the thought is thoroughly mastered, be kept as subordinate as possible.

The plan of work that would be in accord with these princi-

ples, whether the lesson is upon a whole selection, a paragraph or a sentence, is:— •

Thought.—1. To have the class come to the recitation without having considered at all the spelling, sounds and pronunciation, except incidentally or unconsciously, as they would necessarily do when attempting to interpret the thought. The pupils are not in their preparation to have used the dictionary. The aim is to have the selection, paragraph, or sentence utter to them its entire thought as fully as possible without any aid outside of it. The only instruments that are to be brought to bear upon the lesson in its study are the pupil's previously acquired knowledge and habits, and these are to be pressed to the full test.

2. (*In the Recitation.*)—The teacher by questions, either with the categories informally or formally is to determine—

a. To what extent the pupil has come into possession of the thought.

b. What the impediments to his full comprehension of the thought are, i. e., where his difficulties lie. There will thus be disclosed definitely to the teacher the expressions or words that, for want of comprehension, stand between the pupil and his full insight into the thought.

3. The third kind of work is to concentrate the attention upon these difficulties. No extraneous aids, however, such as the dictionary, are to be used at this time. The teacher is by question and suggestion to marshal and bring to bear upon these seemingly unfamiliar words, all the pupil's related knowledge; all that analogy of form and sound have previously given him; all that may be gathered from every possible relation as indicated or suggested in the paragraph or sentence, in order to dissolve the difficulties or reduce them to the minimum.

4. If there still remain a word or words that have not yielded to the previous work, such word or words are then (in the recitation) to be examined in the dictionary, (if the class is advanced enough to be using it), or explained by the teacher at the board, and so interwoven with the pupil's previous ideas and vocabulary that they become his permanent property. If it is not desired to investigate these words during the recitation, the pupils may be asked to study them before the next recitation.

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The objection may be urged, however, that in the answers required in the work suggested, the pupils will necessarily have to use some of the words of the lesson, and not having studied the spelling, pronunciation, etc., will doubtless make mistakes in pronunciation, and thereby tend to fix an incorrect pronunciation.

The answer is:—

1. That the words in a new lesson that have not been made familiar in sight and sound by the child's experience before entering school, and by the work in reading and the other studies of school are much fewer than would be at first supposed.

2. That if the pupils do frequently mispronounce words in their answers, it is much better that these mechanical mistakes should occur (*the teacher quietly correcting them at the time*) than that by the previous study of them the mind should be prevented from giving the thought due prominence, and from giving the highest degree of exercise.

Form.—The thought of the selection, paragraph, or sentence having been substantially mastered, the attendance is then to be turned to a mastery of the unfamiliar elements of the form, i. e., pronunciation, etc.

In this work essentially the same kind of steps would be taken as have been suggested for the thought work. That is, the thought having been obtained, the teacher would:—

1. Test the pupils thoroughly without reference to dictionaries or other aids, as to mastery over the language in regard to the separate sounds, pronunciation, etc., in order to determine the exact location of their difficulties.

2. The nature and extent of the unknown having thus been brought clearly before both the pupil and the teacher, the effort is then to be made to translate this unknown into the known, i. e., to master the difficulties by means of questions, suggested analogies of form, lines of relation to known words in meaning, before resorting to the dictionary, or to explanations by the teacher.

3. If any difficulties remain unremoved, as might be the case for example with the word *bade*, on account of its anomaly, they are to be employed by black-board work, or by use of dictionary, or assigned for investigation.

Oral Reading.—In the oral reading the mistakes in emphasis, inflection, modulation, etc., are signals of defects in the conception of the thought. They are *effect*. The want of comprehension of the thought is *cause*. Remedies should, if possible, be directed to the cause. When such mistakes occur, therefore, the attention of the class should not be called to them, but it should be again concentrated upon the element of the thought, which for want of being comprehended or felt, caused the oral mistake. Whenever a mistake of the kind mentioned occurs in oral reading it should serve as a notice to the teacher to turn quietly to the thought, in order to further investigate it, without any reference to the mistake itself. In this way the pupils will silently imbibe the idea that a mistake in emphasis, modulation, etc., is a mistake in thought, and will hence acquire the habit of dealing with the mistake at the root. If the mistake is more mechanical, as articulation, the quality of a sound, defect in the use of the vocal organs, etc., the nature of the remedy is likewise to be different. Most of the work, however, upon orthoëpy, diacritical marking, spelling, etc., should be done at a time separate from the work upon either silent or oral reading.

In general the same method in oral reading would be employed in this stage as in the advanced stage. The function of oral reading is to be viewed, however, as just indicated, as almost wholly a means by which the teacher is enabled to look into the mind of the pupil and determine whether he has grasped the thought, and experienced the feeling.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

“POLLY WANTS A CRACKER.”

A GREAT deal has been said and written about “teaching for percents”, “cramming for the examination”, “rote-work”, “parrot-work” and the like; yet these abominations are with us. It seems they have come to stay. We read the articles berating this kind of work and say amen to them.

We are not doing that kind of work. They *may* do that kind in the adjoining township. No teacher will, at first thought, think of applying any of these criticisms to his teaching or to his own school. Here is the trouble. We do more of this kind of work than we suspect. Perhaps it is better to say that we unconsciously allow pupils to learn in this manner. It is so easy for pupils to acquire this habit. And it is easier for the teacher to allow it. Hence the teacher needs always to be on his guard to see that no pupil uses an expression or even a word that he does not understand. We take too much for granted. We know so well what the words mean that we think the pupils know too, and often we are surprised and disgusted to find that they do not. It is not enough to say to them, "Never use a word you do not understand." We must ever be on the "look out" for such words, and question closely to see that they do understand the words used. They can not be blamed for using these words. They find them in the lesson, and many times they do not *know* that they do not understand them.

A few days ago I heard a pupil say that New York City is located at the terminus of the water route from the lakes to the Atlantic. After asking a few other questions, the teacher said to this same pupil, "What city at the end of the water route from the lakes to the sea?" The pupil did not know. He was then asked if he knew the meaning of terminus. He said he did not. He was then told that it meant *end*. This teacher was doing just the right thing. Keep it up. Don't be discouraged, even if the same pupil fail on the same word the next day. Repeat the dose with emphasis.

We ask for the difference between bank discount and true discount and a pupil gives us a definition of each.

What is the equator? Ans. "The equator is an imaginary line in which the sun is vertical on the equator very high mountains the tops are covered with snow at all times." Such specimens as these show that the pupil has learned "words, words, words."

Don't talk to children about the coming examination, on the quarter's work, or getting "clean through" the book this winter.

Inspire them with a love for knowledge for the sake of knowledge. Make the acquiring of knowledge interesting if not pleasant. See that every word learned calls vividly to mind the appropriate idea. Do not allow children to study like a goose drinking. Looking at the book a moment or two, moving their lips, then looking toward the ceiling and saying it over and then dipping down to get some more to run down into their mental stomachs. This is mere "lip service."

"SPOKEN OF."

THIS is his book. "His is a pronoun, personal, singular number, masculine gender, third person spoken of." Many a pupil has "reeled off" something like this in our presence. Suppose we stop him long enough to see what it is that makes him go. Let us see whether there is any intelligence back of all this talk, or whether it is the result of reflex action of the cranial ganglia. "What is spoken of?" Answer: "The pronoun his." This settles it. What are you going to do about it? Illustrate with objects. How? Sometimes an illustration fails to illustrate. Here is one. "Does 'his' mean the speaker, the person spoken to, or the person spoken of?" Answer; "It means the speaker."

Teacher takes a pencil and says, "Suppose you were going to give this pencil to me, what would you say?" The pupil says: "I would say, this is *your* pencil." "Well, then," says the teacher, "what does 'his' mean?" This is on a par with what Artemus Ward said in regard to a man he met that had not a tooth in his head, and yet he could play on the bass-drum better than any man he ever met.

Many of our illustrations miss the mark because they have not been prepared with care. Suppose, in this case, the teacher had said "This is Henry's pencil; tell me so without using the word Henry." The pupil would probably have said, "It is *his* pencil." "Whom does 'his' mean?" "Henry." "Did he do the speaking?" "No, we spoke of him." "Which then does *his* denote?" "It denotes the person spoken of."

AUCTION.

“How many of you know what state raises the most rice?” Three or four hands come up, and the teacher says, “What! only three or four know what state raises the most rice! My! My! I am surprised! Think, think! How many of you know? Hands up! Hands up!” Under this pressure several other hands are put up. Their owners shake them as if they expected to flip the answer off at the ends of the fingers. These, quite likely, have noticed that the teacher calls on those who are the least demonstrative. They do not know the answer to the question, but at the teacher’s earnest request for more bidders, they have bid, and are endeavoring to appear anxious, hoping that the question will be “knocked off” to somebody else. The teacher now says, “Well, well, this is more like it”—just like an auctioneer.

When this question is thus disposed of, another, such as, “Who can tell me what we have learned of Atlanta?” is put up for sale. Much valuable time is wasted by such work. It sails under the stirring name of “enthusiasm,” however. It pays to be enthusiastic for a definite purpose, and to question in such a way as to gain it.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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THE “FUNDAMENTAL” PURPOSE OF STATE EDUCATION.

PROF. S. S. PARR: Will you please discuss in the next number of the School Journal the following points?

1. What is the fundamental purpose of the state in giving its young people an education?
2. What relation to that purpose do the different parts of the public school system,—the common school, the high school, and the state universities sustain?

TEACHER.

OUR querist seeks to know the *fundamental* purpose of public school-education by the State, i. e., the most all-inclusive purpose, or the one of paramount importance. Is it cultivated capacity for money-getting in a profession or calling, or is it general intelligence and moral culture, that is, manhood or womanhood—one or both?

The State is concerned before anything else with the quality of its citizens. Without honest and moral citizens, government, laws and public institutions would tumble to the ground in chaos. But a good citizen is identical with the good man, whatever qualities are necessary to the one are necessary to the other. A skillful professional man, skillful mechanic or farmer is a positive detriment to his state, without he is at the same time a good man. Unless he is such, his skill becomes his ready instrument by which he "lives by his wits," and preys upon his fellow-citizens.

If the State were a mere policeman armed with a club to keep good order, school-education would doubtless stop with whatever amount is necessary to secure its (the State's) safety. However much it may go beyond it, it can not stop any short of this purpose. The first aim of all state-schools must be to make good men and women, i. e., good citizens. This aim is, however, not peculiar to state-schools. Such is the *fundamental*, i. e., all-inclusive and paramount purpose of all schools, whether state-schools or otherwise.

There is a gimlet-hole and cork-screw conception of school-education abroad that would make its fundamental purpose the production of human automata that, upon having their numerous strings pulled by an overseer, a boss-workman, or a director of some kind, would file, turn, rasp, polish and finish mechanical products of various kinds. Or, perhaps, the automaton is in a lawyer's or doctor's office; his strings are then pulled by a patron or client and he runs down in the prescribed manner. None of this is education; it is the system of apprenticeship applied to school-education. No such conception can lie at the bottom of state school-education. These automata are far more likely to be bad citizens than good ones.

But, an objector hastens to assure us, the state must turn out its young people bread-winners or they will turn themselves into barn-burners, rioters and assassins. This is the grand-motherly idea, prevalent in many heads, that the state by its simple fiat can do anything, cure any evil, and provide against all kinds of personal improvidence, misfortune and want of sense. The idea is its own reply.

To answer our querist directly, the state seeks to first make men and women of its young people; then, whatever more it can without favoritism and undue burdens.

Our space is too limited to canvass the amount and kind of school-education implied in good citizenship. Suffice it to say that this result is accomplished by the thorough mastery of the general-culture subjects of our common, high and college schools.

Second, what relation do our *State* common, high and college schools sustain to this purpose of good citizenship? It is their foremost duty. The state is not concerned in making cobblers, tanners, blacksmiths and farmers, except in so far as the production of skilled workmen of these several kinds is necessary to good citizenship and the general welfare. Beyond this, the state is as much obligated to furnish its citizens stove-pipe hats, canes and meerschaum pipes as to furnish apprenticeship-training in carpentering, tinsmithing, farming, etc. Our so-called industrial education is an attempted union of the modern public school with the old-fashioned apprentice-system. In so far as it does not interfere with the making of good men and women, it is good; in so far as it does, it is bad, and must and will be modified. We may build shops in one end of every school-house in Indiana and it will not change either the purpose or the quality of school-education. The common-schools will still be concerned in teaching so much of common (not severely systematic) knowledge as will enable its user to get more when he needs it and to use what he has. The high-school will still be engaged in teaching that general field of systematic history and language and of science which grows out of the common knowledge taught by the common-schools, but which does not trench on the specialties of these subjects. Our colleges will still be engaged in extending the work of the high-school or in teaching specialties in history, science and language (their purpose is general culture). Our universities, if so in fact as well as in name, will be employed in applying the knowledge gained in common, high and college-school, to professions, callings and trades.

If workshops are set up in one end of our common, high and college-schools, it is not because they are any part of them, but

because times, families and trades are so out of joint that the school is burdened with a foreign load that properly belongs to the home and the shop, or to that department of the school we call the university.

S. S. P.

QUESTIONS AND ANSWERS.

D.

QUESTIONS PREPARED BY STATE BOARD FOR JAN.

[These questions are based on the Reading Circle work of last season.]

SCIENCE OF TEACHING.—1. Explain what is meant by acquired perception.

2. What is the function of oral spelling?
3. What is the main purpose in early language work?
4. How should the structure of the earth's surface be studied?
5. Why should the attendance of the pupil be prompt and regular?

PHYSIOLOGY.—Describe in detail the heart, the arteries, veins and capillaries. Describe the blood and the changes it undergoes in its course through the body. Describe in detail, with diagram, the course of the blood through the heart, lungs, and blood-vessels.

Answer must not exceed three pages.

HISTORY.—Give a full account of the connection which the invention of the cotton gin had with the civil war, in all its phases, political, commercial, and social.

Answer not to exceed three pages. To be marked on character of work rather than on specific points.

PENMANSHIP.—1. Draw a scale to mark the relative height of letters, and write on it the word Mirth.

2. Describe the proper position of the pupil at the desk in writing.
3. In what order would you endeavor to secure the following characteristics of writing: Rapidity, beauty, legibility. Why?
4. Describe the proper rest for the hand and arm in writing.
5. Give some exercises that you think suitable for practice to promote ease and rapidity in movement.

The answers to these questions should be written with ink, as a specimen of penmanship, and marked 50 or below, according to merit.

ORTHOGRAPHY.—1. What is the difference between a letter and an elementary sound?

2. Define accent. When is it called primary? When secondary? Give an example of each.

3. What sounds has *ch*? Write words illustrating each sound.
4. What sounds are called dentals? Labials? Why are they so called?

5. What is the distinction between a diphthong and a digram? Illustrate.

6. Spell, accent, and mark diacritically ten words dictated by the superintendent.

GEOGRAPHY.—1. Name five of the best harbors of the United States coast. Explain the relation which a good harbor bears to the prosperity of a city.

2. Compare and contrast Louisiana and Minnesota in all important respects in which you can discover resemblances and differences.

3. Trace the path of a vessel from San Francisco to St. Petersburg.

4. Name all oceans, important seas, gulfs and bays that touch Asia.

5. Name all the countries of South America that touch the Pacific Ocean, and bound one of them.

6. Name all the states or countries of Africa that touch the Mediterranean Sea. How do these countries compare with the others of Africa in civilization?

7. Bound Russia and name its most important exports.

8. Name five important systems of rivers in North America.

9. Sketch a map of California, locating mountains, rivers, and chief cities.

10. State where on the earth each tropic and each polar circle is located, and give the reason for such location in each case.

GRAMMAR.—1. How does the *appositive* modifier differ from the *possessive*?

2. Write three nouns that have the same form in both numbers; three that, when used as subject, always require plural verbs.

3. What does each gender denote?

4. Analyze: "I tell you that which ye yourselves do know."

5. How is the *passive* voice made?

6. Give the tense of each verb in the following sentences, and tell what time is expressed in each case:

a. He leaves at six o'clock to-morrow

b. If he was present I did not know it.

c. If he were present I could leave.

d. School opens at nine o'clock.

7. Correct, if necessary, and give reasons:

a. I feel so badly about it.

b. The soldier died hard.

8. How many tenses do verbs have? Why?

9. What classes of verbs do not have the passive voice? Why?

10. What is the difference between a verb and an infinitive?

READING.—1. Give three characteristics of good reading and state your method of securing each.

2. What are rhetorical pauses? Illustrate.

3. What things are to be considered if we regard a reading lesson as a study in literature?

4. Name three American writers of fiction and give one work of each.

5. Of what advantage is the study of good literature?

6. Read a stanza of poetry, and a paragraph of prose selected by the superintendent. 50.

ARITHMETIC.—1. $\frac{7}{8}$ of $\frac{5}{9}$ of what number equals $9\frac{1}{8}$? Define least common multiple. 5, 5.

2. Divide .0512 by .032+.005. Proc. 5, quot. 5.

3. If 27 bricks make a cubic foot, how many bricks will make a wall 46 ft. long, 27 ft. high, and $2\frac{1}{3}$ ft. thick? 10.

4. Reduce $\frac{4}{3}$ of a yard to the decimal of a mile. Ans. 10.

5. What will be the total cost of 750 yards of carpeting at \$1.75 a yard, if a merchant pays $2\frac{1}{4}\%$ commission for purchasing, $\frac{1}{4}\%$ for draft covering costs and agent's commission, and \$12.50 for freight.

Proc. 5, ans. 5.

6. A man loaned \$800 for 2 years and 6 months, and received \$90 interest; what was the rate per cent?

Proc. 5, ans. 5.

7. A can mow 2 acres in 3 days, and B 5 acres in 6 days; in how many days can they together mow 9 acres?

Anal. 5, ans. 5.

8. What is the smallest number that can be divided by 250, 350, and 525, respectively, and leave a remainder of 25?

Ans. 10.

9. Simplify $5\frac{5}{8} \div \frac{2}{3} + \frac{2}{3} \text{ of } 4\frac{1}{9}$
 $1\frac{1}{2} \text{ of } \frac{1}{4} + 10\frac{1}{2} \div 13\frac{7}{8} \text{ of } 5\frac{1}{3}$

Ans. 10.

10. Two men start from the same point; one travels 52 miles north and the other 39 miles west; how far are they apart?

ANSWERS TO QUESTIONS PUBLISHED IN FEBRUARY.

HISTORY.—The answer to this question requires: 1. A concise statement of the condition of affairs existing in the country as a result of the war, and also of the unsatisfactory workings of the Articles of Confederation.

2. A consideration of the fact that the Constitution was not only an untried instrument, but that its trial would necessarily be largely hampered by the known opposition of many earnest and brilliant patriots; and also of the equally important fact that throughout the country the feeling was prevalent that a fair trial could be had only under the leadership of Washington, as was evidenced by the letters of Randolph and LaFayette.

3. A consideration of the additional fact that only eleven States had adopted the Constitution, which must be so administered as to command the assent of the remaining two States.

4. A consideration of the difficulties left by the war as to debts, state and congressional, and the impoverished condition of the country.

5. The action of Congress in organizing the government in its various branches, and the selection by Washington of his Cabinet, and their peculiar qualifications for their positions.

6. The various Amendments to the Constitution proposed by the different States, Federal and anti-Federal.

7. The measures proposed by Hamilton and adopted by Congress for the payment of debts, the levying of taxes, the creation of the mint, the establishment of a bank, the levying of import duties, the improvement of the postal service. The controversies created by the proposition to pay all the state debts, and the movement which resulted in that being done.

8. Finally, the practical results of all these movements which demonstrated that the States now constituted one Nation, growing stronger in its own resources and energies at home, and in importance and respect abroad.

READING.—1. Three things essential to the correct reading of a sentence are: (a) a proper understanding of the thought or appreciation of the sentiment intended to be expressed; (b) acquaintance with the form and pronunciation of the words used in the sentence; (c) such position of the body and command of the vocal organs (through practice) as will enable the mind to use these instrumentalities accurately for its purpose.

2. The inflections are commonly said to be three: the rising, the falling, and the circumflex. In the first there is an upward slide of the voice, in the second a downward slide, and in the third the two slides combined into a curve. The extent of the inflection upward or downward is determined by the character of the thought to be expressed, and the slides are sometimes named from this standpoint as *suspended*, *unimpassioned*, *earnest*, and *impassioned*.

3. *Pitch*, as a property of the voice, relates to high and low; *rate* has reference to the rapidity or slowness of utterance of successive sounds or syllables; *force* relates to weakness or strength of voice and is determined largely by the emotion of the speaker or reader.

4. Punctuation marks show the grammatical relations of the parts of the thought, but they do not determine the rhetorical pauses of the reader.

5. Two important things to be kept in view in teaching primary reading are these: (a) not to let the child mistake the word or symbol for the thing itself; (b) if possible, to keep from the child's mind the impression that *to read* means to give mechanical utterance to a group of words. The caution to a pupil when he rises to "be perfectly natural" is pretty sure to make him perfectly unnatural.

PHYSIOLOGY.—The human eyes are located in the osseous sockets on either side the nasal bones. They have three outer coats or coverings,—the eye-brows, the eye-lids, and the eye-lashes; and three inner coats,—the sclerotic, the choroid, and the retinal. The outer coats protect the eye-balls; the inner protect and preserve the humors and the optic nerve. These humors vary in density and are named the aqueous, the crystalline, and the vitreous. They are refracting media. Without them we might know of light, of more light or less light, and possibly of different kinds of light, but we should never see objects.

The eye-ball is nearly spherical in shape, its diameter from side to side usually being slightly larger than its diameter from front to back. It rests upon fatty cushions in its sockets and may be moved from side to side and up or down, as may be desired, through small muscles attached to it externally. The three inner coats of the eye are pierced posteriorly, a little below the center, by the optic nerve, which is then spread out in the meshes of the retinal coat. The retina, thus composed of membranes and nerves is found to consist of ten separate layers, the ninth of which, next to the pigment cells of the choroid coat,

consists of rods and cones. The image must traverse the first eight layers before it reaches the rod and cone layer where it becomes effective and is transmitted to the brain through the optic nerve.

The refracting media of the eye are the cornea, the aqueous humor, the crystalline lens and the vitreous humor. The amount of light admitted to the interior of the ball is regulated by an extension of the choroid coat in front in the form of a circular curtain known as the iris. In the center of this curtain is an opening known as the pupil. The rays entering the cornea are converged so as to meet in a focus upon the retina, in the normal eye. Should the eye be flattened from front to back, the rays would tend to come to a focus back of the retina, the person would be short-sighted and would need convex glasses; should the eye be lengthened from front to back, the rays would come to a focus before reaching the retina, the person would be long-sighted and would need concave glasses. Convex glasses converge the rays, concave glasses diverge them. A teacher should observe his pupils carefully and detect defects of vision when they exist.

GRAMMAR.—1. When the clauses are not restricted. Shakespeare, *whose works are an inexhaustible treasury of wit and wisdom*, was born at Stratford on the Avon.

2. (a) Subject: *Whatever we work for* is highly valued.
- (b) Object: We knew *that you would come*.
- (c) Appositive: The fact *that lightning is identical with electricity* was demonstrated by Franklin.
- (d) Predicate nominative: His excuse was *that he was sick*.

3. An adjective is used to modify substantive words; an adverb modifies verbs, adjectives and other adverbs. Some adverbs may be used as connectives.

4. (a) By its form. (b) It is either nominative or objective, according to its use in the sentence.

5. A simple, declarative sentence. Simple, because it is a single proposition: declarative, because it makes an assertion.

6. (a) When will he come?
- (b) I do not know when he will come.

7. (a) Principal. (b) Subordinate.

8. Ring, rang, rung. Wring, wrung, wrung. Flee, fled, fled. Draw, drew, drawn. Drink, drank, drunk.

9. (a) *I lay in bed till eight o'clock*. Laid is the past tense of the verb *lay*.
- (b) She came just after you left—(Correct.)
- (c) He arose. Raised is transitive, whereas the intransitive verb should be used. Up is a superfluous word.

10. Ardent and intrepid on the field of battle, Monmouth was everywhere else effeminate and irresolute. This is a simple, declarative sentence. *Monmouth* is the grammatical subject, modified by the com-

pound, adjective phrase, *ardent and intrepid on the field of battle*. *Was* is the grammatical predicate, having the compound adjective complement, *effeminate and irresolute*. The adverbial phrase *everywhere else* modifies *was effeminate and irresolute*.

GEOGRAPHY.—1. The trade winds charged with moisture blow over South America from the east, and are condensed by the Andes Mountains and their moisture is precipitated on the eastern slopes.

2. Grain.

3. Mississippi, Missouri, Rio Grande, Columbia, Colorado.

4. New Jersey, Pennsylvania, West Virginia, Ohio, Indiana, Illinois, Missouri. Forms the dividing line between Kansas and Nebraska, Colorado, Utah, Nevada, California.

5. The climate of the Amazon Valley is characterized by tropical heat, with abundant moisture, in consequence of which there is a luxurious growth of forest trees, and plants forming a dense undergrowth.

6. Sardinia, Corsica, Sicily, Candia, Cyprus.

7. (1) The region east of the Mississippi River; chiefly in central New York, southern Michigan, and the Kanawha valley. (2) The Rocky Mountain region, chiefly from brine springs. (3) The Pacific coast region, obtained by evaporation of sea water.

8. Pittsburgh being in the immediate neighborhood of the great mineral district wherein are found large quantities of coal, iron, petroleum, etc., has naturally become a great manufacturing centre.

9. West through the Neva River, Gulf of Finland, and Baltic Sea; north through the Cattegat; southwest through the Skager Rack, North Sea, Strait of Dover, English Channel and Atlantic Ocean; east through the Straits of Gibraltar, Mediterranean Sea and River Tiber.

10. The climate of England is mild for its high latitude; while the moisture promotes the fertility of the soil. The mineral deposits are abundant; the long extent of sea coast, with the excellent harbors affords remarkably good commercial facilities.

ARITHMETIC.—1. $\frac{7}{9}$ (miles) \times 320 rd. = $2\frac{240}{9}$ rd., or $4\frac{480}{9}$ rd. — $\frac{7}{18}$ rd. = $4\frac{473}{18}$ rd., or 248 $\frac{1}{2}$ rd. Ans.

2. 3256 mi. 12.82 ch.

14 mi. 1.42

3.19

3270 mi. 17.43 ch., or

3270 mi. 17 ch. 43 links. Ans.

3. $62\frac{1}{2}\%$ = $\frac{5}{8}$, or \$7560. $\frac{1}{8}$ = $\frac{1}{5}$ of \$7560, or \$1512.

$\frac{8}{8}$ = $8 \times \$1512$ = \$12096, the children's share.

\$12096 + \$7560 = \$19656, am't received by wife and children.

80% = $\frac{4}{5}$, or \$19656. $\frac{1}{5}$ = $\frac{1}{4}$ of \$19656, or \$4914. $\frac{5}{5}$, or estate,

= $5 \times \$4914$ = \$24570. Ans., \$24470.

4. $\$4$, prin. + $\$1\frac{1}{4}$, int. = $\$5\frac{1}{4}$, the amount.

$\$5\frac{1}{4}$ = \$750. $\frac{1}{4}$ = \$150, the amount for 3 years.

$\frac{1}{3}$ of \$150 = \$50, the interest for 1 year.

$\frac{1}{4} = 4 \times \$150 = \600 , the principal.

\$50, the int. \div \$600, the prin. = $8\frac{1}{3}\%$. Ans. $\left\{ \begin{array}{l} \$600, \text{ prin.} \\ \$8\frac{1}{3}\% \end{array} \right.$

5. $8 \times 4 \times 2 = 64$ cu. ft., capacity.

27 cu. blocks $\frac{1}{3}$ of a foot each = 1 cu. ft.

64 cu. ft. = 64×27 cu. blocks, or 1728 cu. blocks. Ans.

6. 12 yr. 3 mo. 20 da. = $\frac{443}{30}$ yr.

$\$.20 \times \frac{443}{30} = \$4\frac{13}{30}$, int. on \$1.

$\$525398 \div \$4\frac{13}{30} = 474400 = \474400 , prin. Ans.

7. $25\% = \frac{1}{4}$. $\frac{1}{4}$, cost $\times \frac{1}{4}$, gain = $\frac{1}{4}$, or \$1.

$\frac{1}{4} = \frac{1}{5}$ of \$1 = \$.20, $\frac{1}{4} = 4 \times $.20 = $.80, cost.$

35% of \$.80 = \$.28, gain. \$.80, cost + \$.28 = \$1.08, selling price. $\$59.40 \div \$1.08 = 55$ bu. Ans. $\left\{ \begin{array}{l} \$1.08, \text{ rate.} \\ 55 \text{ bu.} \end{array} \right.$

8. If 2 men build 12 rds. in 9 da., 1 man will build $\frac{1}{2}$ of 12 rds. = 6 rd. in 9 da.; in 1 da. he would build $\frac{2}{9}$ of 6 rd. = $\frac{2}{3}$ rd. 28 men can do $28 \times \frac{2}{3}$ rd. in 1 da. = $\frac{56}{3}$ rd. In 24 da. they will do $24 \times \frac{56}{3}$ rd. = 448 rd. 448 rd., Ans.

9. 7×27 miles = 189 miles. 48 miles — 27 miles = 21 miles, B's gain in 1 da. 21 miles : 189 miles :: 1 da. : ——— Ans., 9 da.

10. $\sqrt[3]{1953125}$ cu. ft. = 125 ft. Ans.

If a perfect cube, extract cube root of both terms. If not, multiply both terms by square of denominator, and extract the cube root of the resulting fraction for the approximate root.

MISCELLANY.

The Bartholomew county teachers will hold an association at Columbus March 6th.

NEW ROSS.—J. B. Evans will open his second annual normal April 5th, for a term of ten weeks.

WORTHINGTON.—W. O. Warrick will open a teachers' review term of school March 30th, and a summer term July 6th.

"THE CURRENT," a first-class literary weekly paper of Chicago, will print an Easter edition April 24th, of 100,000 copies.

The Chautauqua Teachers' Reading Union has been inaugurated by Dr. J. H. Vincent, who is at the head of the C. L. S. C.

"THE ACADEMY" is the name of a new "journal of secondary education," published by Geo. A. Bacon, of Syracuse, N. Y.

HUNTINGTON is in a good condition educationally. The schools are fuller than ever before and are doing good work. Supt. J. W. Caldwell is giving excellent satisfaction.

DO NOT FORGET that all subscriptions to the Journal taken last summer or fall, and not paid for at the time, were to be paid for on or before Jan. 1, '86. That date has passed, and a few subscriptions yet remain unpaid. A single subscription is a small amount for each teacher, but it does not take a great many to aggregate a material sum to the editor. Do not forget.

When you wish the address of your Journal changed, please give the old as well as the new address.

In sending money for the Journal, remember that we can not use stamps of a higher denomination than two-cent.

THE PROCEEDINGS OF THE NATIONAL COUNCIL OF EDUCATION for 1885 have been published and may be had by remitting 50 cts. to the treasurer, Geo. P. Brown, Topeka, Kan. It is a volume that contains much good reading.

HENDRICKS CO. when last heard from had one hundred and fourteen of its teachers paid-up members of the Reading Circle, and others yet to hear from. This is a good showing. Supt. A. E. Rogers is doing very satisfactory work.

The Public School gives some very interesting figures in comparing the taxes for school purposes in Tippecanoe county with taxes for other purposes. It shows that nearly as much money was spent in improving the court-house yard as was collected for tuition purposes.

The Northern Indiana Teachers' Association, which has for the last three years met at Rome City, will change its place of meeting this year. The place of meeting is to be determined by the executive committee. The choice lies between Michigan City and Maxinkuckee.

DELAWARE CO.—The schools of this county, under the direction of John O. Lewellen, are well organized and doing an excellent work. This county for years has been one of the best organized in the state. A. W. Clancy gave it an impetus in the right way, and Mr. Lewellen has kept up the speed.

THE STATE UNIVERSITY is now fairly settled in its new buildings—which are excellently adapted to the purposes for which they were constructed. They are in the midst of a magnificent campus. The college classes were never before so full, and every body seems pleased. Pres. Jordan is giving universal satisfaction.

PADUCAH, KY.—These schools celebrated Longfellow's birthday on February 26th. Appropriate selections were made for the pupils to memorize and a leaflet printed. The citizens were invited, and a stimulus given toward the reading of good literature. The Supt., Eli F. Brown, seems to be doing a good work. This is only what we would expect of him.

QUERY.—“That done, she ran to her father, etc.” How is *done* disposed of?

Ans.—“That done” is used absolutely. “*Done*” is perfect passive participle relating to *that*. The expression expanded is, “When that was done,” in which case “was done” is passive voice, past tense, of the verb “do.”

The National Educational Assoc'n, to be held next July at Topeka, Kas., must not be forgotten. Hundreds of teachers will doubtless wish to take advantage of the reduced rates offered, to go west and *see* the country, if they do not wish to grow up with it. President-elect N. A. Caulkins is putting forth every effort to make the meeting one of the largest and best ever held. Indiana ought to send a large delegation.

THE Board of Trustees of Cornell University have passed a university statute whereby every professor who shall have served seven years at the institution may have a year's vacation on half-pay. This action can not fail to result in great good to the cause of education. It is a declaration of a body of business men that the efficient teacher is not only worthy of his hire, but that he must not be worn out in the treadmill of the lecture-room; that he is, in short, worth preserving. It is a recognition of the teacher's dignity and importance that can not fail to have its effect upon the profession generally.—*Current*.

SUPERINTENDENTS' CONVENTION.—The next meeting of the Western Ohio and Eastern Indiana Superintendents' Association will be held at Sidney, O., April 8, 9, and 10. The following subjects are presented for discussion: 1. Tardiness and Truancy. 2. Recitations. 3. The Recess Problem. 4. Optional Studies in the High School. 5. Manual Training. 6. Examinations. 7. Literary Exercises. 8. Modes of Punishment. 9. The Teacher's Relation to Sanitary Science. 10. Study out of School Hours.

A large and profitable meeting is confidently expected. For circulars and full particulars, address P. W. SEARCH, Ch'n Com.

DIRECTORS OF THE READING CIRCLE.—As a rule the county superintendent acts as director of his own county. In cases where the county superintendent can not act another person is selected. The following persons, not supt's, have been selected for the counties named:

Allen, W. S. Walker, Ft. Wayne; Clark, Chas. A. Murphy, Jeffersonville; Dearborn, Albert T. Gridley, Aurora; Decatur, G. L. Roberts, Greensburg; Jay, L. C. Chamberlin, Pennville; Jefferson, Geo. C. Hubbard, Madison; Montgomery, S. A. Stillwell, New Market; Orange, W. W. Cogswell, Paoli; Perry, Joshua H. Groves, Tell City; Wayne, Thos. Abbott, Richmond.

ELKHART CO.—The schools of this county never were in as good condition. There are a hundred and forty-four district and unincor-

porated town schools. The teachers of these all are active members of the Teachers' Reading Circle.

T. B. Swartz, with a corps of thirty-three teachers, continues to do excellent work at Elkhart. Twenty of the teachers belong to the Reading Circle.

W. H. Sims is meeting full success with the assistance of twenty-two teachers at Goshen.

With G. L. Harding at Middlebury, A. Deahl at Millersburg, and O. L. Hubbell at Bristol, the town schools are not a whit behind in thorough, substantial improvement.

S. F. Spohn is giving general satisfaction, and proves himself an energetic, competent county superintendent. The county enrolls about two hundred members of the Teachers' Reading Circle. We predict for this county great prosperity in educational matters.

THE TEACHERS AND SUPERINTENDENTS' CONVENTION held at La Porte February 11, 12, 13, was a success in every particular. The superintendents had two "round-table" sessions at which they discussed several practical questions. It was universally agreed that the half-day sessions for first-year pupils was much preferable to the over-crowded condition of primary rooms as found in most places. Friday was spent in visiting the schools. Supt. Hailman, assisted by members of the school board, spared no pains to afford every facility for seeing the schools. The schools in many regards are among the best in the state, and some of their striking features will be discussed next month. The session on Saturday was most excellent. The papers were far above the average of papers on such occasions. The attendance was from 150 to 200. Supt. Swartz, of Elkhart, was there with 30 of his teachers. Supts. Sims of Goshen, Du Shane of South Bend, and Miller of Michigan City were there with some of their teachers. Nearly all the La Porte county teachers were present. This is a meeting that will bear repeating.

TIPPECANOE CO.—Prof. F. M. Webster, of the Department of Agriculture, Washington, D. C., who has been located temporarily at Purdue University, has recently been ordered by the government to Louisiana, where he is to make a careful study of certain injurious insects.

Miss Margaret Elder, for two years private secretary to Pres. J. H. Smart, of Purdue University, has resigned her position to accept a more lucrative one at her old home—Indianapolis. Her place has been filled by Miss Lizzie Swan, a sister of Mrs. Smart's and a former student of Purdue.

The LaFayette and Tippecanoe county schools were never in a more prosperous condition than at this time. Everything is moving along harmoniously, and Supts. Merrill and Caulkins are proportionately happy.

Hon. John W. Holcombe delivered an address at Purdue University the first of February on "The Pre-Raphaelite Poets." The LaFayette papers speak highly of the lecture.

The review and normal term of the Preparatory Department at Purdue University will open March 29 and continue eleven weeks. Students may enter to review for the Freshman Class or for teaching, or to prepare to enter the Preparatory Department for next year.

ADDENDUM.—The following report of the treasurer of the State Teachers' Association came to hand too late for publication last month :

<i>Receipts</i> —Balance from 1884.....		\$ 41 38
Cash from Grand Hotel.....		50 00
Cash from Members.....		213 00
		<hr/>
		\$304 38
<i>Expenditures</i> —Plymouth Church.....		\$ 50 00
James B. Angell.....		37 00
James P. Wickersham.....		57 00
Ex. Com. Expenses.....		34 35
Railroad Secretary.....		20 00
Other Secretaries.....		19 00
Printing for Per. Secretary.....		5 65
Printing for High School Com.....		5 50
Telegrams, etc.....		95
		<hr/>
		\$229 45
Balance forwarded D. E. Hunter.....		\$ 74 93
Very truly yours,		
SAMUEL E. HARWOOD, Ass't.		

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

ENGLISH LITERATURE.

Smith's Outlines ——— Pages 205–310.

THE MERCHANT OF VENICE.—The contest between Antonio and Shylock is the central thought of the drama. Bassanio needs money in order to carry on his courtship in a suitable style. To compete with other suitors for Portia's hand, he must keep pace with their magnificence. He applies to Antonio, his friend, for money, who being unable to furnish it, in turn applies to Shylock. So Portia is the cause, indirectly, of Antonio falling into the hands of the Jew, and hence the poet makes her the means of Antonio's release. She thus becomes the instrument of the profoundest mediation of the drama.

There are three movements: The Conflict, the Mediation, the Return. In the first movement there are two threads, the Property-conflict and the Love-conflict. In the first the antagonists are Antonio, the Christian, and Shylock the Jew. The second thread unfolds the

Love-conflict, which has three phases represented by Portia, Jessica, and Nerissa. The second movement, the Mediation, has the same two threads—the Property-conflict is brought to a successful conclusion by Portia disguised as a lawyer. The Love-conflict has ended in all three cases with a happy solution. But both friends and lovers have separated in the conflict, and hence the third movement will be the Return, which brings all to Belmont—the blissful abode of harmony.

The collision in this drama existed between Christianity and Judaism, not as systems of theology, but as realized in practical life. The drama represents man in action. Hence if it be universal it must take, not the religious but the ethical, basis—for all men recognize *that*.

Shylock's Judaism is strongly emphasized; and Judaism, in its narrow, sectarian manifestation, knows no mercy in its universal sense. God has his own peculiar people; the world is for them, and the fullness thereof. Shylock well states the end of his life to be—thrift. Put a man in this world with this notion: "I am the favorite of the Almighty; the rest of mankind is only so much material to make money out of, which I can use as I please," and you have Shylock. Everything is allowable but stealing. Theft would destroy property. Hence his motto is: Thrift but no Theft.

A second element manifests itself in his character. His race transplanted to a strange land has suffered persecutions until he has come to feel that bitterness which comes of the scorn and outrage visited upon him by the Christian world. Here the modern world is touched with sympathy for Shylock. He ranks as one of the most perfect characterizations in Shakespeare. He is something more than a mere representative of avarice. He has a deeper motive in his nature, and his greed for gain is only one of its manifestations. He is a man among men. We see him in the family, in business, in civil relations, in social relations, in morality, in religion. He is much more than a common miser.

Antonio is a merchant. There is nothing narrow or mean in his nature; his end is not money, so he is free from any trace of avarice. Money to him is only a means. The cardinal doctrine of Christianity is mercy, which means that man, within certain limits, is to be shielded from the consequences of his deeds. Mercy says that the individual must be pardoned, if he repents. Justice demands rigid accountability. Here the conflict arises. Antonio had made a mistake in giving such a bond, since it appears that he could have obtained the money by other means. Antonio though generally merciful was unmerciful to the Jew, and thus sinned against his own principle. Yet his guilt is not of the degree to deserve death, hence he is saved.

Portia is the third great character in the play. She accomplishes the rescue of Antonio. From the outset we see that Portia cares

naught for the external, but places great stress upon the internal. Portia and Bassanio love one another. The two people therefore, belong together; they alone can form a rational union, since they possess the absolute prerequisite of the Family, namely, reciprocal love. Shakespeare gives to all his prominent female characters one trait, however varied they may otherwise be,—subordination to the family. It is a devotion to husband, parent, child, lover; they live for one object—to be absorbed into the existence of another.

Portia has a struggle between right of choice and obedience to her father. She obeys the letter of her father's will, but in order not to violate the higher principle, she by means of a song leads her lover to choose the leaden casket. When united with Bassanio she subordinates her own individuality. Portia is impelled by the love she bears her husband to make his joys, her joys; his sorrows, her sorrows. Hence she makes the supreme effort to save her husband's friend, Antonio. Bassanio is made worthy of Portia by his devotion to his friend.

The Return is the theme of the Fifth Act, and is the logical movement of the whole drama.

Adapted from Denton J. Snyder's System of the Shakespearean Drama.

EMMA MONT. MCRAE.

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BROOKS' MENTAL SCIENCE.

Subject: "Nature of the Sensibilities."—pp. 433-454.

I. DISCRIMINATION OF TERMS.—Rather than specify particular terms to be understood, I call attention to the necessity of using, freely, the dictionary throughout the month's reading. The text, while admirable in its simplicity, is full and technical. The terms in common use in discussion of the Emotions, such as that of our author, should be thoroughly mastered. Literature, especially recent publications, is full of philosophic discussion and critical references to the nature and genesis of the Feelings, and their place in systems of education. It will pay the novice to make a "word-study" of these 22 pages.

It can not be urged too frequently, nor too strongly, that every reader supply himself with some good work on synonyms; either a small one, like Campbell's, or one more complete, as Soule's or Crabbe's or Roget's.

II. ITEMS OF PROFESSIONAL IMPORTANCE.—1. Force of Unconscious Mental Operations. Re-read pp. 51, 58-61. 2. Instinctive Emotions (of childhood). Read Darwin's "Expression of the Emotions in Man and Animals." 3. Sympathy as an Element in Teaching. "It is one of the remarkable facts of sympathy that the giving and receiving of good offices, and the interchange of accordant feelings, make up a large source of pleasure, and form one of the chief characteristics of civilized man."—Bain. 4. The Æsthetic Emotions (of childhood). 5. The Rational Desires (of childhood).

- III. SUMMARIES.—1. Emotions, as Instructive and Rational.
 2. Benevolent Affections.
 3. Malevolent Affections.
 4. Animal Desires.
 5. Rational Desires.

IV. COLLATERAL REFERENCES.—1. Bascom's Science of Mind. (Such as can make the reference will be much benefited by a study of the author's table of "The Feelings," p. 353). 2. "Affections tend to pass out into purposes and endeavors."—*Day*. 3. "The nature of children is more emotional than that of grown persons, because the restraining principle of the mind is less active, and the sensibility more fresh and more acute."—*Kiddle*. 4. "The eye, the ear, the smell, the taste and touch give sensations that long for gratification as truly as the uneasiness of an empty stomach, and as, thus, truly, appetite, the seeking should in each case be known and used as an appetite."—*Hickok*. 5. "True Friendship is the mark of a generous and noble character, and can be felt by no other."—*Schuyler*.

R. G. BOONE.

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GENERAL HISTORY.

Barnes' General History——Pages 423-468

The first work in modern history is the study of the sixteenth century. The story of this era is characterized by the freshness of spring. The religious reformation of Northern Europe was one of the greatest of human achievements. The enslavement of Mexico and Peru, the tremendous conflict between freedom and oppression in the Low Countries, the martyrdom of Mary's reign in England, the massacres of St. Bartholomew's in France—all these are mournful acts of sublime tragedy. The lives of Mary Queen of Scots, Elizabeth, and Lady Jane Grey possess in history the fascination of romance. The modern drama was in its golden age. English literature was developed by its master spirits. And the long and splendid reign of the last of the Tudors has scarcely a rival in the history of any other sovereign that ever existed.

First Week. 1. Preceding discoveries. 2. Mexico under the Montezumas. The conquest by Cortes. 3. Peru under the Incas. The conquest of Pizarro. 4. The French in Italy. The three leagues. Francis I of France. 5. The Emperor (as there was but one Empire in Europe—the German Empire, called "the Holy Roman Empire—the sovereign was simply called "The Emperor"). Charles V and Francis. The Field of the Cloth of Gold. The first conflict and the Ladies' Peace. 6. The Turk appears. The war renewed. The close of a quarter-century war.

Second Week. 1. Precursors of the Reformation. The Albigenses (page 358). Abuses of the church. 2. Tetzel and Martin Luther.

The Papal Bull. Luther at Worms—at "Patmos." His great translation. 3. The progress of the Reformation in the North. The origin of the word Protestant. The war in Germany. 4. The physical features, the industries and the wealth of the Netherlands. The Duke of Alva, and his murderous career. William the Silent and his life-work. (The life of this remarkable man and several other volumes relating to his country and time, the work of our own Motley, are among the master-pieces of American literature.) Religious division of the Dutch Republic. Secession of the Catholic provinces. 5. Maurice and John Barneveld. (Motley's life of the great Advocate should be read at leisure.) Dutch sailors and traders.

Third Week. 1. The Reformation in France. Catholic and Protestant leaders. Two boy Kings—Francis II and Charles IX. 2. The civil wars of France. The massacre of St. Bartholomew. Henry III and his fall. 3. Henry of Navarre—the Protestant King of France. (Read Macaulay's poem, The Battle of Ivry.) Why Henry became again a Catholic. 4. The Edict of Nantes. 5. The union of the royal lines in the House of Tudor. Despotism character of the Tudors. How their absolutism was curbed. 6. Henry VII. The marriage of Margaret and James, and its influence on history. 7. Henry VIII. Wolsey, Cranmer, Cromwell, and More, and their fate. Catharine of Aragon and Anne Boleyn (pronounced Bullen). 8. Rupture with the Pope. Reform in the church. Jane Seymour, Annie of Cleves, Catharine Howard, Catharine Parr.

Fourth Week. 1. Edward VI. The English Prayer Book. Edward's bequest. 2. Mary I. The death of Lady Jane Grey. Mary's horrible fires. The baleful influence of her husband, Philip II of Spain. 3. The character of Elizabeth. Her wise statesmen. The romantic history of Mary Queen of Scots. 4. The overthrow of the Armada. (Notice that the date is just 100 years earlier than that of the Great and Glorious Revolution—page 510.) 5. Elizabeth's head of the church. Why did she aid the Presbyterians abroad and prosecute them at home? 6. English commerce and English discoveries. 7. Leicester and Essex.

H. M. SKINNER.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

NINTH ANNUAL MEETING AT UNIVERSITY HALL, THURSDAY AND FRIDAY, MARCH 25 AND 26, 1886, VINCENNES, IND.

PROGRAM.

THURSDAY MORNING, 9:30.—1. Opening exercises. 2. Address of Welcome, Mayor Wilhelm. 3. Response and Inaugural Address, R. A. Ogg, Principal high-school, New Albany. 4. Paper: "The Cultivation of the Beautiful," Miss Blanche M. Wolfe, graded schools,

Mitchell. General discussion of the paper. Appointment of Committees.

Afternoon.—1. What Constitutes the Necessary Preparation of the Teacher? President Parsons, State Normal, Terre Haute. Discussion opened by W. F. Hoffman, Supt. schools, Washington. 2. The Relation of Superintendent and Teacher, F. D. Churchill, Supt. schools, Aurora. Discussion opened by A. J. Snoke, Supt. schools, Princeton. 3. Geology as an Educator, J. C. Branner, Professor of Geology, Indiana University.

Evening.—Short Discussions. 1. Length and Uniformity of Term of Ungraded Schools, W. H. Elson, Supt. Parke Co., Rockville; Hon. J. W. Holcombe, Supt. Public Instruction. 2. Examinations and Promotions, W. H. Wiley, Supt. schools, Terre Haute; R. W. Wood, Supt. schools, Jeffersonville. 3. Township High Schools, (*Pro.*) W. D. Robinson, Supt. Gibson county, Princeton; (*Con.*) S. E. Harwood, Supt. schools, Spencer. Miscellaneous Business—Appointment of Committee on Officers.

FRIDAY MORNING.—1. Character Building, J. H. Martin, Supt. of schools, Madison. Discussion opened by L. C. Frame, Supt. schools, Bloomfield. 2. Faith in Unpercentable Products, Arnold Tompkins, De Pauw Normal. Discussion was opened by A. M. Sweeney, Supt. Dubois Co., Jasper. 3. The Use of Text-Books as a Branch of Education, James Baldwin, Supt. schools, Rushville. Discussion opened by Miss D. C. Simpson, Prin. high-school, Jeffersonville.

Afternoon.—Reports of Committees. Election of Officers. Miscellaneous Business.

2:30 o'clock—Visit to Historical Points: St. Xavier's Cathedral, T. J. Charlton, Supt. Reform School, Plainfield; Old Fort Sackville and Western Boundary, Edward Taylor, Supt. schools, Vincennes; The Harrison Mansion and the Tecumseh Conference, Miss Annabel Flemming, Prin. high-school, Vincennes.

EXCURSION.—The committee hope to secure the new steamboat, "Crown Point," for an excursion four miles up the Wabash to the site of Old Fort Knox.

Evening.—Popular Address: Hamilton and Jefferson, Ex-Governor A. G. Porter. Miscellaneous Business.

Papers must be limited to thirty minutes.

VISIT TO HISTORICAL POINTS.—To all persons interested in the history of the Northwest Territory, and especially to those interested in the history of Indiana, Vincennes will always be an attractive place. The point of earliest settlement, the territorial capital, the key to the possession of the Northwest Territory during the Revolutionary War, it has contributed more to the early history of the Territory and State than any other place, and this alone will make it worthy of a visit by every teacher interested in the study of history.

RAILROADS.—Arrangements have been perfected for reduced rates on all roads entering Vincennes and on most connecting lines in Southern Indiana. The same plan is adopted as that used at the State Association. Every one expecting to attend should address (inclosing stamp) the Railroad Secretary, and certificates and information will be furnished. Address W. H. Pennington, Vincennes, Ind.

HOTELS.—The reduced rate of \$1.50 per day will be given at the La Plante House and Union Depot Hotel to members of the Association, and cheaper hotels will give correspondingly cheaper rates. Arrangements will be made so that those who prefer it can board in private families at the uniform rate of \$1.00 per day. We have ample accommodations for all who may come.

E. A. BRYAN, Vincennes, *Ch'n Ex. Com.*

PERSONAL.

C. Danielson has charge of the schools at Newberry.

G. F. Kenaston is putting new life and energy into the Noblesville schools.

S. E. Miller is now serving his *nineteenth* year as Supt. of the Michigan City schools.

N. H. Motsinger is now agent for A. H. Andrews & Co., with headquarters at Louisville, Ky.

R. A. Smith, former Supt. of Hancock county, is principal of the Palestine schools, and is doing excellent work.

Henry N. Hudson, the noted Shakesperean scholar and author, recently died at his home in Cambridge, Mass., at the age of 72.

J. A. Wood, formerly Supt. of the Salem schools, is now conducting the Pedagogical Department of the Normal School at Winfield, Kan.

L. C. Frame and J. W. Walker are joint principals of the Bloomfield schools. Their summer normals are among the largest and best in the state.

Chas. Fagan, formerly of Newton county, now of Pawhuska, Indian Territory, has recently taken unto himself a wife—presumably, to keep the Indians off.

T. N. James, principal of one of the Brazil schools, is the president elect of the Clay County Teachers' Association. He is an efficient teacher and will make a good officer.

H. S. Tarbell, former Supt. of the Indianapolis schools, and who is now Supt. of the schools of Providence, R. I., is getting on smoothly with his work and is liking it well. Mr. Tarbell is a man of unusual ability and will achieve success in any place if given half a chance.

C. H. Wood, Supt. of New Harmony schools, is doing a good work.. He has already secured enough names to insure the success of his proposed normal. He deserves success.

W. B. Curtis, of Pensacola, Fla., writes that he will give 40 acres of good Florida land for the services of a good teacher from April till October '86. Here is a chance to become a land holder.

Hon. Barnabas C. Hobbs recently returned from North Carolina, where he has been looking after the interest of Indian schools, concerning which he has promised an article for the Journal.

M. A. Mess, Supt. of Franklin county, has a government appointment and is now in Washington City. He has not resigned the county superintendency and *may* return and take up his work again.

W. P. Pinkham, for several years professor in Earlham College, but for the last two years principal of Spiceland Academy, is in poor health and is out on a vacation. Eli Jay is acting principal of the Academy in his absence.

John B. Gough, the world-renowned temperance lecturer, died in Philadelphia February 18th. He was stricken with paralysis while in the midst of a lecture. His last sentence was: "Young men, make your lives pure."

J. G. Scott, who has had charge of the New Providence schools for the past five years, has accepted the position in the Borden Institute as instructor in Didactics and Normal Training. The Institute will open March 24th.

Thos. Newlin, who for two years has been at Haverford College, Pa., will take charge of Spiceland Academy again next year. The Journal welcomes Mr. Newlin back to his old place, which he filled with eminent satisfaction.

T. B. Swarts, the efficient Supt. of the Elkhart schools, has decided to enter the medical profession, and will close his services as Supt. with this school year. In Mr. Swarts the cause of education will lose a representative man, of much more than ordinary ability.

A. J. Vawter, one of Indiana's oldest and best known teachers, died recently at his home in Indianapolis. He has many friends at Madison, La Fayette, and Ladoga, where he has taught. He was a man of high christian character, so that his life-work was teaching by example as well as by precept.

✓ Joseph Moore, who was compelled on account of ill health to resign the presidency of Earlham College, is now actively at work at the head of an academy at New Garden, N. C. If they will allow friend Moore to have his way this academy will soon be equal to most colleges. May he have the abundant success he deserves.

G. W. A. Luckey is Supt. of the Decatur schools. When he took charge of these schools three years ago they were running on a low plane. He put new life into them and has made them among the best in the country. The high school contained but fourteen. all told, when he took charge—now the senior class numbers seventeen.

Dr. John D. Philbrick, for many years Supt. of the Boston schools, and one of the leading educational men of this country died recently at his home near Boston, of cerebral hemorrhage. His life has been one of unceasing devotion to the cause of education, and he leaves numerous friends on both sides the Atlantic who mourn his loss. His book, "City School Systems," was a valuable acquisition to educational literature. He had a second volume about ready for the press at the time of his death.

Mrs. Rebecca Rhiver, of this city, has taught school in this county for twenty-nine years, twenty-five of which she taught in this city, and for twenty-one years has taught the room in which she now holds forth, No. 1, or the primary department. The majority of the members of our Alumni, who are graduates of our high school, were students under her at their first school and received from her the foundation for their final education. She is now instructing children in the same studies that she, a few years ago, taught their parents, and she is still comparatively young and endowed with the best of instructive and disciplinarian qualifications.—*Greensburg Review*.

BOOK TABLE.

THE DEPAUW MONTHLY is one of the best college papers that comes to our table.

A sample of WIDE AWAKE will be sent on receipt of five 2-cent stamps. Interesting Announcements and Full Premium List will be sent, if desired.

THE COLORADO SCHOOL JOURNAL: Edited by Aaron Gove, Supt. of the Denver schools, is one of the freshest papers that come to our table. It gives no place to truisms and platitudes.

THE WABASH: Edited by the students of Wabash College, is the handsomest college paper that comes to our desk. Its contents are sensible and of good variety. It should be patronized by every friend of the college.

A FREE COPY of either BABYLAND for Babies, OUR LITTLE MEN AND WOMEN for Youngest Readers, or THE PANSEY for Boys and Girls, will be sent to any one desiring some periodical for their little ones, who will write for it, mentioning this paper. Address D. LOTHROP & Co., Boston.

THE ANTIOCHIAN is the name of the college paper published by the students of Antioch College, located at Yellow Springs, O. The paper is well edited and deserves the patronage of all the friends of the institution. Its new cover is "a work of art."

THE NORMAL TEACHER is before us in its new dress and enlarged. It is now about the size of the New York and New England Weeklies. Its proprietors are J. B. Conner, business manager, of the *Indiana Farmer*, and J. E. Sherrill, founder of the paper. The number before us reads well and indicates enterprise and aggressive business, and this means success.

VICK'S FLORAL GUIDE for 1886, the pioneer seed annual of America, comes to us this year a real gem, not a dry list of hard botanical names, but over thirty pages of reading matter, among which are articles on Roses, House Plants, Cheap Greenhouse, Onion Culture, Mushrooms, Manures, Young Gardeners, and very interesting reading, followed by about 150 pages containing illustrations, descriptions and prices of seemingly everything the heart could desire in the line of Seeds, Plants, Bulbs, Potatoes, etc. It is a mystery how this firm can afford to publish, and really give away, this beautiful work of nearly 200 pages of finest paper, with hundreds of illustrations and two fine Colored Plates all enclosed in an elegant cover. Any one desiring goods in this line can not do better than send 10 cents for the Floral Guide, to Jas. Vick, Seedsman, Rochester, N. Y.

BUSINESS NOTICES.

SHORT-HAND.—Teachers can learn short-hand evenings. Thoroughly taught by *mail*. Address A. D. Reser, La Fayette, Ind. 2-2t

Harper & Brothers have again reduced the price of their text-books. They challenge comparison. See price-list in Jan. and Feb. Journals.

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DISCIPLINE AS A FACTOR IN EDUCATION.

[Synopsis of address delivered at the State Association by J. P. Wickersham.]

THE work of the school may be divided into two parts,—Instruction and Discipline. Instruction consists in imparting knowledge which shall produce intellectual strength and culture. Discipline includes things which secure order in the school, and the forces which tend to develop and awaken the moral nature of the young. An end of school discipline is order, but this is the least important of its ends. It comprehends the purposes of forming character and shaping life.

Discipline has been looked upon rather as a means than as an end. This is partially correct, but it stops at the very beginning. The child does not attend school for anything more than to receive training. Discipline is not only a helper, but has an end of its own, independent of all others. Instruction seeks food for the intellect; discipline looks toward the forces which control the feelings and the will. Discipline searches out motives, looks down into the human heart to find most of its springs of action. Discipline demands character fully formed. Instruction makes scholars, discipline develops men; in this particular sense the subject is to be treated. It may be divided into the Discipline of Force, the Discipline of Tact, the Discipline of Sequence, and the Discipline of Conscience.

If in a school, order alone be the end, the best way to secure it is by means of force. By this a teacher can compel pupils to remain silent, quiet will reign supreme, and all disorderly con-

duct and childish mirth may be banished. This influence may reach the play-ground and all the exuberance of youthful spirits can be crushed out.

Often school committees want a man who can govern a school whether he can teach or not; their idea of a school master is that of one possessing strength and courage; but of that moral power which governs with a look they have no idea, but think that the government of force is easily administered and the teacher with rod and ferule should have no difficulty. This is the time-sanctioned method of governing schools. It was common in Greece and Rome, and King Solomon thought it a wise precaution in bringing up the children in Judea, and in this country whippings have been in use as a means of punishment. An investigation made recently by a school board revealed the fact that a teacher had been whipping for such offences as whispering, looking off the book, misspelling words, not standing in line, not folding arms, making faces, shuffling feet, and throwing paper balls.

This whole system of bodily punishment and torture is unnecessary, arbitrary and demoralizing; and the order secured by its means is too often at the sacrifice of what is best and noblest in the child. And yet the young must be taught to be orderly; their success in life and the well being of society demand it. If to spare the rod is to spoil the child, it should not be spared; but the true teacher knows that such alternative is unnecessary. His pupils obey him through love and not fear. The worst that is in boys will yield more readily to kindness than to the hardening influence of punishment.

The discipline of tact is that which preserves order and promotes moral growth among pupils. It substitutes strategy for force. Order in the school-room teaches lessons of order. Plenty of work is the panacea for the breaking of school-room laws. Skill on the part of the teacher, willingness to do his duty, and love for the children render whipping almost unnecessary.

As in the moral government of the universe punishment follows wrong doing, as a sequence, the same principle may apply in school. Without attempting to exhaust the subject, it may be said that God's system of discipline provides that punishment

shall follow wrong doing in degrees proportioned to the different kinds of wrong doing, and also different degrees of reward proportioned to different degrees of merit. It is not necessary to enter into an argument to prove this. We know we can not do wrong without receiving punishment, and if we do right we receive our reward. Otherwise the moral universe would be chaos and God be unthroned. All natural punishments and rewards are the effect of causes to which they are linked by chains of adamant. When a physical law is broken, the penalty must be paid. In the case of broken moral law, the consequences are different but not less certain. In proper hands the discipline of consequences may be introduced into the school-room in the manner of that which occurs in the world about us.

What is to be thought of the moral effect of the school discipline which whips a child for breaking a pane of glass, upsetting an inkstand, or coming late to school? Did you ever know an instance in which by bodily torture a lazy boy was made industrious, or a mean boy a good boy?

The time has come for such a form of discipline as shall free it from its arbitrary character and make it more in accordance with our ideas of justice. When a boy has placed a pane of glass in a broken window, and repaired any damage that he has wrought, he has done about all that should be required of him. A pupil who plays on the way to school may be denied the privilege of playing at recess; one who is idle may be made to work while his mates are at play; the habit of bad language may be broken up if the pupil be isolated from his fellows.

The advantage of the discipline of consequences is beyond competition. It enables the teacher to remove his personality. Instead of a monarch, governing according to his own will, he becomes a judge and governor according to law. The discipline of force lives behind a feeling of resentment. It would not be difficult to awaken a spirit of revenge against an arbitrary and tyrannical master.

It prepares for future life. Order must be secured, and to this end laws have been enacted, and penalties have been fixed; restoration of property, fines, imprisonment and death. This is a discipline of sequence. The state establishes the school; its

discipline should be in accordance with that of the state. The school should prepare the pupils to be citizens and men.

The school may be ruled by force, by tact, and by the discipline of consequences. None of these methods touch directly the moral nature of the young, or go toward the promotion of moral growth. The child may be forced or managed to act so as to escape consequences, yet the fountains of his moral nature may remain a stagnant pool ready to sicken and destroy.

Conscience is the light which God has placed in every human breast to enable us to know right from wrong. The law of conscience is immutable; what is right to-day, ever was and ever will be right; what is wrong to day, ever was and ever will be wrong. This gift from the Divine Hand is but a germ that requires quickening, culture and enlightening. The world has no task so delicate as that of directing its growth. This requires the hand of a master, and rightly educated in home and school, by church and state, the land would be freed from misery and crime, and the lost image of the Creator in which he was formed would be restored to man. This is the ultimate end of school government. The mere suppression of the bad through fear should have no place as an end in school government. The teacher should keep in view as the grand object of work, the awakening and culture of conscience. This is the pole to which every needle should point; the El Dorado to which all hopes should look. In this is involved all that lies within the profession of the teacher.

The discipline of the conscience is the most difficult part of the teacher's art. It requires the most profound knowledge of human nature and rare skill in using it for the purpose. No clumsy hand can teach the conscience of the child; it draws back at the approach of the ungentle, the unsympathetic, and the impure. It is the very Holy of Holies of the soul, and none but the divinely authorized High Priest can enter its sacred precincts or minister at its altars. None but a conscientious teacher can administer the discipline of conscience. A teacher must love the right and do the right, hate the wrong and avoid the wrong, if he expects to make any progress in the moral training of the young.

The teacher's example has a powerful influence among the young. We grow like our idols, and the idol of the child is the teacher he loves; the teacher's life settles upon and moulds the life of the child; the example of the true teacher is a continuous sermon. The great teachers of the world have not been its famous scholars, but those who, by word or deed have been able to influence for good the young of whom they have charge.

The times demand better moral training. Our schools may be in better order, and our methods of teaching better, but it is a question whether the art of forming character has advanced much beyond what was done in days gone by. We are overlooking the individual training which alone can develop individual character.

Conscience is wanting to day in the marts of trade, in the store and in the office. Elements of shoddy are found in the clothes we wear, the houses we build, and the furniture we use. Your professing christian brother will cheat you without a twinge of conscience, which has grown callous under what he considers the interests of business. The church seems to forget that no one can be a true christian who is not honest at all times in thought, word and deed.

Nowhere do deception and fraud flourish so as in the dominions of power. Men in a political campaign will lie and cheat and commit fraud because others do. It must be a dull conscience that finds reason for wrong doing in the wrong doing of another. It is lamentable to what extent our elections have become a matter of money. Our whole system of government is rotten at the core, and yet these corruptible voters have attended our public schools, learned to read and write, but how neglected their moral natures!

The Republic is not yet lost. There is still hope for its salvation. I ask you to make the discipline of school the discipline of conscience, in order that the rising generation shall be trained for this purpose.

The function of the public school is not to make scholars, but to send forth men and women to be useful in society, and to so teach that conscience will be recognized as God's best gift to man, and that to deaden its instincts is to commit eternal suicide.

OUR TEXT-BOOKS IN U. S. HISTORY.

J. A. WOODBURN.

I APPRECIATE the truth and force of the remark that it is much easier to criticise a text-book than to make one. But if a criticism is pertinent it may not be ruled out because the critic is not competent to substitute something better for the thing criticised.

I have long believed that our text-books in U. S. History are deficient in an important particular: Our authors have not appreciated, at its relative importance, the national era in our history. When I first noticed how little was the knowledge of history I had gained in the school-room from my text-book, and when I remembered how little the text excited any desire for historical reading, I wondered why it was that we had been told so little, and that so many important and interesting things had been hidden from our view. The school text-book is the chief source of historical knowledge to thousands of boys and girls. They depend upon it, in great measure, as do some of their teachers, for their historical intelligence. Is it a good dependence?

I believe that the text-books in general use to-day, give our young people no adequate, or intelligent, conception of the great men, the great movements and events, and the great ideas in our national history. It would surprise intelligent men, who know nothing of our text-books, but who have grasped pretty fairly the leading points in our Nation's history, under the Constitution, to learn to what an extent this is true.

Not long since, while teaching the history of secession and slavery in America, and the history of the Civil War, complaint was made to me by the pupils, that their text-book said nothing about a good many of the topics which I assigned. I then set myself, for the first time, to examining the text on these subjects to show them, as I thought I could, that their complaint was not well taken. I had asked them about the assault on Sumner. I examined the book, which is a fair representative of its class, and between its lids I could not find Sumner's name. The thought came to me, What does the boy know of the history of

his country who knows nothing of one of the greatest champions in the greatest civil contest in the national annals? Within that book I could not find the names of William Lloyd Garrison, Wendell Phillips, or Thomas H. Benton; I could find no mention of the Virginia and Kentucky Resolutions of 1798; the American Anti-Slavery Society and the early abolitionists were not named; I could not find that General Grant had anything to do with the siege of Vicksburg; I could not find five words in reference to John Marshall, and that he had ever been the Nation's Chief Justice was effectually concealed; the great historic names of Giddings, Corwin, Hale, Wilson, Wade, Fessenden, Lovejoy, John Randolph of Roanoke, Benjamin, Wigfall, Toombs, Wise, are with two exceptions, as though they had never been born, and the two exceptions receive the barest mention; John Quincy Adams' presidency gives him a place in chronological order, but that for which he will be famous in history, which gives lustre and glory to his name, the great scene in which the "Old Man Eloquent" contended, almost alone upon the floor of Congress, for a right sacred to Englishmen,—the struggle in the American Congress to maintain the right of petition,—is not considered worthy of mention; the Ostend Manifesto (whatever that was) is given one-third of a page, while the Kansas-Nebraska Bill, which Prof. Johnston, of Princeton, calls "one of the most momentous pieces of legislation in our political history," certainly the most important political event for thirty years, the one event which made war inevitable, which gave birth to one of the greatest political parties in history—this event is dismissed in seven lines! In the election of 1860, the most important contest in the history of our politics, wherein the issues were of vital consequence, the names of the presidential candidates are mentioned, but as to the questions upon which the people were divided the student is left in absolute ignorance;—there is not the remotest hint that Mr. Lincoln differed with Mr. Breckinridge on the question of slavery; President Buchanan's position on secession, the Union and Secession members of his Cabinet; the Crittenden Compromise; the Peace Measures of '60 and '61; the names of Lincoln's Cabinet; Senator Baker and Ball's Bluff; the abolition of slavery in the District of Columbia—are all passed by in absolute silence.

These are only some instances, of more or less importance, which a careful examination would certainly increase. More than half the text is occupied in leading the pupil up to American independence, whereas, it seems to me, four-fifths, if not nine-tenths, of our time should be occupied in teaching the more important events and ideas of the national era.

It may be said, in objection, that a text-book can give time, or space, only to an outline of the most important things and the student must afterwards look into these subjects for himself if he expects to have a broad and clear knowledge of his country's history; and that the average student of U. S. History in our schools cares nothing about this political and biographical history anyhow. The latter objection, my experience teaches me, is untrue, while the former only helps to establish the force of this criticism. We complain that important things in national history are sacrificed for things less important in the period of discovery and settlement, or in colonial times. Our average text-book will give us a full account of Verrazzani, but will tell us nothing of John A. Dix, John A. Andrew, Oliver P. Morton, or William Pitt Fessenden; it tells us all about *Ribaut*, but does not mention Salmon P. Chase or Benj. F. Wade; it tells carefully about the affairs of Mason and Gorges in Maine two hundred and fifty years ago, but gives a poor idea, if any at all, as to how the Trent affair of *Mason* and *Slidell* was settled in 1862; it lets us know how New Amsterdam became New York, but leaves no adequate idea of the importance of the Louisiana Purchase; it gives a full page to Coronado and De Monts, but fails to note the existence of John Marshall or Thaddeus Stevens; it gives a page to Menendez, and can spare but *three lines* to the Hayne and Webster Debate; it enlarges on Vasquez de Ayllon and Dominique de Gourgues, and discusses the Dred Scot Decision in forty words; it tells us about Cabral, and Balboa, and Espejo, but has no space to suggest that there were political differences between Hamilton and Jefferson, or that either had much influence on our political history.

Now, who cares a continental (I may be pardoned for using historic slang) about Menendez, and Coronado, and De Monts, and Laudonniere and Ribaut. Let us tell the boys and the girls

about Washington and Adams and Hancock and Jefferson and Hamilton and Madison and Marshall and Jay and Webster and Clay and Jackson and Calhoun and Giddings and Phillips and Garrison and Fessenden, Collamer, Chase,*Wade, Stevens, Lincoln, Grant and Garfield; about Franklin and Morse and Field and Howe and Whitney and Goodyear and Edison; let them learn of our great reforms and reformers, the history of slavery, the generation of events leading to the Civil War, our industrial, mechanical and educational development; let them learn more of the history of our NATION, and its lustrous names, and know more of the influences that have shaped political thought from Washington and Hamilton to Garfield and Cleveland.

But half our books are occupied with other things. And the outcome of it is our students are left without an intelligent idea of the story of our national life, unless their teachers supply the deficiency from other sources.

What we need is just discrimination. Why should twice as much space be given to Wayne's defeat of the Indians as to the financial measures of Alexander Hamilton,—when the one is merely an incident in history,—and a little one too,—while the other influenced political history for years and forms the basis to any understanding of the organization of our government;—as if counting the mile-posts along the track is as important as knowing where you are going. Why should more interest be made to attach to John Smith than to Abraham Lincoln? Why should a boy be made to think that Andros and Stuyvesant and and Clayborne are as important characters in our history as William H. Seward or Albert Gallatin? Why should pre-revolutionary times have much of our attention anyhow? When Diedrich Knickerbocker wrote his great history of New York, he began with Adam and the foundation of the world, and traced in careful detail, all intermediate events to the point where his story was ready to begin. After this manner, also, must we begin our story with the times of a pre-historic people, read up to the birth of Columbus, and then travel on patiently through four centuries of events, great and small, to the real starting point in our national history. It reminds us of Diedrich's famous Dutch

tumbler who took a start of three miles for a jump over a hill, and having run himself out of breath by the time he was ready to jump, sat down for a while to rest and to blow, and then walked over the hill at his leisure.

The obligation of teachers and pupils to the authors and publishers of text-books is recognized. Our object was not to recall the many good things they have done, or to show how they have enabled our children to be taught much better than ever their fathers were taught; but to put in a claim, which has not yet been allowed, for the last one hundred years of our history over *all* preceding years.

The latest texts have recognized the evil of which we speak. Soon some genius, full of the spirit of truth, acquainted with the history of his century, recognizing its salient points, will tell the story of our national life in a way that will be a delight to the youth of our schools and colleges and excite their enthusiastic inquiry.

BLOOMINGTON, IND.

PRACTICAL EDUCATION.

JOHN E. EARP, PH. D., DE PAUW UNIVERSITY.

PRACTICAL EDUCATION is fitness for some occupation whereby one may earn a living: ability to step out of the school-room into the machine shop, store, manufacturing establishment or other employment that brings money. Practical education stripped of all secondary ideas means ability to get money, to get it quick, to get it easy.

The demand for practical education is increasing. Fathers in sending sons to college object to certain studies as of no value to them: their sons are to be farmers or business men. The boys themselves agree with their fathers. Schools are springing up on every hand which chime in with the song of parents and boys. They are ready to furnish the practical education in the form of teaching as a means of making a living, book-keeping as a means of livelihood, music and painting for the girls as a means of making money.

There is great good in all this. Young men who formerly

lounge on the street corners, or sat and whittled on the dry-goods boxes are doing much better to learn book-keeping and thereby possess the capacity to create values. Farmers' sons who once spent their winter days at the town grocery have greatly improved their condition by becoming able to teach the country school. The vain and thoughtless girl who conceived that the world should work for her, wait on her, indulge her, serve her, she doing nothing in return except to smile and frown, is much better employed teaching the elements and combinations of beauty as manifest in color, form and sound.

But what shall we do with our money? What shall these young people, who have taken a long stride toward a better life, do with their money? A silly question, eh? "If I had plenty of money I'd have no trouble about spending it"? Should you spend it in such a manner as to be satisfactory to you after it has passed away? Do men spend money well?

A laboring man went on an excursion a few days ago, because as he said, "everybody was going." A week later, he scarcely had money to buy food for his family. Did he spend his money well? No, he lacked forethought and frugality.

An unmarried man who earned \$70 per month as foreman in a mill, was always in debt. Suddenly he came into a fortune of \$10,000. He embarked in a hazardous enterprise and sunk not only his own fortune but considerable sums of money borrowed from friends and relatives. Did he spend his money wisely? What he needed more than money was an appreciation of obligation to creditors whose property he had, and capacity to determine exactly the risks of success and ruin in business affairs.

The theoretical education which many are inclined to ignore is designed largely to inculcate foresight, honesty, and to enable us to weigh in the balance the probabilities of success and failure: to teach that reasonable prudence which all should have, who are charged with the responsibilities of property, life, and character.

Fifty years ago the farmer was thankful to get his grain to the market by traveling in his wagon thirty miles a day. Now he can get it off his hands in an hour. He has gained nine hours

of time. What shall he do with these nine hours? The machinery which he now employs, enables him to accomplish four times as much: to do as much as he and three others could do formerly. He has the power of four men. What shall he do with this three men's power that he has gained? Shall he raise hogs and corn? Then what? More hogs and corn? Is life never to reach beyond the raising of hogs and corn?

Now, the purpose of the theoretical education to which many seem averse, is to enable us with this extra time, to become like God himself, a spiritual being: a being who loves truth, goodness, beauty for its own sake. This is spiritual life. The everlasting routine of hogs and corn, hogs and corn, is but little above the life of the slave: simply a change of masters. The end of life is to make us free: free from the constraints of ignorance, ugliness, sin.

The purpose of vocation, trade, occupation, is not money as an end, but money as a means whereby the products of our own toil and thought may be exchanged for whatever of good the rest of the world has.

How to determine what is good, what to buy with our money, and buy wisely, is determined by careful study of the ground principles of value. These things belong to the so-called theoretical education.

FORMS AND METHODS IN ARITHMETIC—IV.

W. F. L. SANDERS, SUPT. SCHOOLS CAMBRIDGE CITY.

45. Suppose on January 1, 1887, J. B. Starr wishes to buy a horse of Wm. Rady. Not having the cash he offers \$165, to be paid ninety days from date. Rady accepts and Starr prepares a note of the following form and gives it to Rady:—

\$165.00.

New Albany, Ind., Jan. 1, 1897.

Ninety days after date, I promise to pay Wm. Rady, or order, One-Hundred-Sixty five Dollars, value received.

J. B. STARR.

46. Now, it is proper to state here that if a note draws no interest, the *maturity-value* is the face; in the foregoing note the

maturity-value is \$165. If a note is interest-bearing, the maturity-value is the face plus the interest due at maturity, or briefly, the amount. It is part of the business of a bank to buy notes, giving a little less than the maturity-value, and at maturity, receiving the maturity-value, thereby making a profit.

47. In the foregoing instance, if Rady is in need of money, he will perhaps go, at once, to a bank and present the note for sale, or as the bank calls it, for *discount*. The bank so calls it, because it discounts (*counts from*) the maturity-value a small amount, the remainder being what the bank pays for the note. The sum taken away is called the *discount*, the remainder is called the *proceeds*.

48. The amount of discount varies with the rate that is charged and with the length of time the note has to run.

49. The scarcer money is, or the more demand there is for it, the less will a bank pay for notes, the discount being larger, the higher the rate that is charged.

50. The longer a note has to run, the less will a bank pay for it, the discount being larger, the longer the time for which it is calculated.

51. The discount is obtained as interest is obtained. Suppose when Rady takes the foregoing note to the bank, the *rate of discount* is 8 %, we have—

The maturity-value for principal, . . . $P = \$165,$

The time the note has to run, . . . $T = 93 \text{ d},$

The rate of discount, . . . $R = 8 \%,$

to find I, or b. d. (bank discount).

52. The time 93 d. is obtained by adding 3 d. to the stated time, a uniform custom with banks. It, perhaps, in some cases favors the maker of the note by giving him a little more time to obtain money to pay it.

53. Remember, then, the following:—

Bank Time = Stated Time + 3 days.

Bank Discount = Simple Interest for bank time.

54. The form of work for finding the b. d. on the preceding note may be as follows:—

FORM OF WORK.

Jan. 1st + 93 d. = Apr. 4th, date of maturity.

$$P \times R \times T = I = \text{b. d.}$$

$$\$165 \times \frac{8}{100} \times \frac{93}{360} = \text{b. d.}$$

[Use cancellation.] $\$165 \times \frac{8}{100} \times \frac{93}{360} = \$3.41, \text{ b. d.}$

$$\$165 - \$3.41 = \$161.59, \text{ the proceeds.}$$

55. The bank gives \$161.59 to William Rady for the note against J. B. Starr. Near the date of maturity, the bank notifies Mr. Starr, by mail, that it holds a note against him that should be paid at such a date (giving date of maturity). When the date arrives, Mr. Starr pays to the bank \$165, and receives the note. The bank has made the difference between \$161.59 and \$165, or \$3.41, the discount. It was retained by the bank when it bought the note.

56. Three dates to keep in mind are as follows:

<i>Date of note,</i>	.	.	.	.	<i>Jan. 1, 1897.</i>
<i>Date of discount,</i>	.	.	.	.	<i>Jan. 1, 1897.</i>
<i>Date of maturity,</i>	.	.	.	.	<i>Apr. 4, 1897.</i>

57. When the note is sold the day it is made the first two dates are the same.

58. If Starr should keep the note awhile, (for instance, 15 d.) before selling it, the foregoing dates would be as follows:

<i>Date of note,</i>	.	.	.	.	<i>Jan. 1, 1897.</i>
<i>Date of discount,</i>	.	.	.	.	<i>Jan. 16, 1897.</i>
<i>Date of maturity,</i>	.	.	.	.	<i>Apr. 4, 1897.</i>

59. In this case, the bank, buying the note Jan. 16, would have possession of it from Jan. 16 to Apr. 4 (78 d.), the time the note *yet* has to run.

60. It must be remembered here that the time used in calculating the discount is always the time from the date of discount to the date of maturity. In the case above noted, in which the note was held 15 d. before it was sold, the discount would be \$2.86,—for, $\$165 \times \frac{8}{100} \times \frac{78}{360} = \2.86 , and the bank would pay \$162.14 for the note. $\$165 - \$2.86 = \$162.14$.

61. In this case, there would be paid for the note a little more than in the preceding instance, because the bank would not have to keep it so long before its payment.

62. \$965.00.

*Indianapolis, Ind., July 25, 1896.**Ninety days after date, I promise to pay A. M.**Sweeney Nine-Hundred-Sixty Five Dollars, value received.*

CHAS. E. CLARKE. •

Discounted Aug. 3, 1896, at 8 %.

Find the date of maturity, the discount, and the proceeds.

63.

FORM OF WORK.

July 25+93 d.=Oct. 26, date of maturity.

From Aug. 3 to Oct. 26=84 d., time note yet has to run.

$$P \times R \times T = I = \text{b. d.}$$

[Use cancellation.] $\$965 \times \frac{84}{100} \times \frac{8}{100} = \$18.01\frac{1}{3} = \text{b. d.}$

$$\$965 - \$18.01\frac{1}{3} = \$946.98\frac{2}{3}, \text{ proceeds.}$$

64. The time the note yet has to run may be found another way,—

From July 25 to Aug. 3=9 days.

9 d. from 93 d.=84 days.

65. To obtain money from a bank it is not necessary to own a note that may be sold to the bank. A responsible person needing money may make a note in favor of the bank itself, and receive the proceeds for it. Here the maker of the note receives the money, and at maturity redeems the note. This kind of transaction is termed *borrowing money of a bank*.

66. The form of note, in this case, may be as follows:

\$450.00.

New Albany, Ind., Aug. 9, 1886.

For value received, sixty days after date, I promise to pay to the order of the First National Bank of New Albany, Ind., Four-Hundred-Fifty Dollars, payable at the First National Bank of New Albany, Indiana.

J. B. JAMES.

67. The foregoing note may be made payable to the cashier. In a note of this kind the date of the note is the date of discount.

68. Suppose the bank discounts the foregoing note at 9 %. Let us see what the note would sell for.

FORM OF WORK.

$$P \times R \times T = I = \text{b. d.}$$

[Use cancellation.] $\$450 \times \frac{60}{100} \times \frac{9}{100} = \$7.0875, \text{ b. d.}$

$$\$450 - \$7.0875 = \$442.9125, \text{ proceeds.}$$

69. Sometimes the note that is discounted is *interest-bearing*; as, in the case of the following:—

\$460.00.

Indianapolis, Ind., Dec. 30, 1876.

Ninety days after date I promise to pay to the order of R. G. Boone, Four-Hundred-Sixty Dollars, with interest at 6 %, value received.

CHAS. F. COFFIN.

70. Suppose Mr. Boone holds this note till Jan. 19, 1877, and then takes it to a bank for discount, or sale.

71. As the bank always discounts the maturity-value (see Arts. 46 and 47), that must first be found; here it is the face + the interest.

72. The note is dated Dec. 30, 1876; 90 d. afterward it is *nominally* due (Mar. 30), and 3 d. after Mar. 30, it is *legally* due (Apr. 2). The note draws interest for 93 d. at 6 %; hence, at maturity \$460 + \$7.13 int., or \$467.13, is due. As the bank which buys the note will receive \$467.13 at maturity, that is the sum to be discounted. The bank will discount it for the time between the *day of discount* and the *legal day of maturity*. From Jan. 19, 1877, to Apr. 2, 1877, we have 73 days. The *bank discount* of \$467.13 for 73 d. at 8 % is \$7.57 +; deducting this from \$467.13, we have \$459.56, the *proceeds*.

73.

FORM OF WORK.

Dec. 30 + 93 d. = Apr. 2, when *legally* due.

Maturity-value = \$460 + interest due.

$$P \times R \times T = I;$$

[Use cancellation.] $\$460 \times \frac{8}{100} \times \frac{93}{360} = \7.13 , int. due.

$\$460 + \$7.13 = \$467.13$, maturity-value.

$\$467.13 \times \frac{8}{100} \times \frac{73}{360} = \7.57 , b. d.

$\$467.13 - \$7.57 = \$459.56$, the *proceeds*, the sum the bank pays for the note.

[To be continued.]

THE ORDINANCE OF 1787—IV.

CYRUS W. HODGIN.

ITS ORIGIN—(Continued.)

WE left Dr. Cutler pursuing his tedious journey through Connecticut toward New York. On his way he stopped at Middletown, the home of Gen. Parsons, who, as we have seen, was one

of the three directors of the Ohio Company. Here the plan of operations was perfected, and the Doctor pursued his journey, arriving at New York on the afternoon of July 5, 1787. He had armed himself with about fifty letters of introduction, one of which he delivered immediately to a well-to-do merchant of the city, who received him with great cordiality, sending his servant to the tavern for the Doctor's baggage, and insisting that while he remained in the city he should stay at his house.

The next morning he was early on the floor of Congress presenting letters of introduction to the members. He was particularly anxious to become acquainted with southern men, and they received him with much warmth and politeness. He was so much more genteel in his manners than most New England clergymen, and so much more like a southern man, that they took a fancy to him at once.

In course of the morning he prepared his papers for making application to Congress for the proposed purchase of western land for the Ohio Company. He was introduced to the House by Colonel Carrington. He delivered his petition, and proposed terms of the purchase. A committee was appointed to agree on terms of negotiation.

It must be remembered that Dr. Cutler was the agent of the Ohio Company, not only to make a purchase of land, but to see that the frame of government for the Territory was acceptable to his constituents. He had a motive in making himself agreeable to southern men. There existed at the time, among the New England members, some antagonism toward the Ohio Company's scheme, as its success would take from that section many of its best men and most enterprising citizens. However, as these same men were the most reliable constituents of the New England members, Dr. Cutler felt that their support of the company's scheme might be relied upon when brought to a test. Massachusetts had a large tract of land in Maine, and she desired to turn the tide of emigration in that direction; hence the charge that Massachusetts members were in the way of the western movement.

Dr. Cutler was invited to dinner and tea-parties, where his

vivacity and engaging manners made him the centre of attraction. Every such occasion was used as a means of setting before the members the great advantages that would arise from the consummation of the plan proposed.

In the first place, Congress could thus pay a large amount of the national debt to its most worthy creditors without money. Again, it would open up the northwest to settlement, thus insuring large sales of land to others than soldiers. And further, it would establish a barrier between the older settlements and the western Indians, thus furnishing protection without expense to the Government.

In three or four days he had so fully succeeded in enlisting the favor of Congress that on the 9th, a new committee was appointed to prepare a frame of government for the Territory. This committee was composed of Colonel Carrington and Richard Henry Lee of Virginia, Mr. Kean of South Carolina, Mr. Smith of New York, and Mr. Dane of Massachusetts. It is quite probable that the members of this committee were selected in accordance with Dr. Cutler's wishes.

The next morning after this committee was appointed, it called Dr. Cutler into its councils, having previously sent him a copy of the ordinance spoken of in the last article, which had already passed two readings, and asked him to make suggestions and propose amendments. This he did, returning the paper to the committee, with his suggestions.

At this date, July 10, he left for Philadelphia for the purpose of visiting his scientific correspondents, Dr. Franklin and Dr. Rush, and also to look in upon the Constitutional Convention, which was then in session.

The next day after his departure, the committee presented to Congress a new ordinance prepared in accordance with his suggestions. If Mr. Force could have had access to Dr. Cutler's diary in writing up the history of the Ordinance of 1787, the mystery of the sudden and radical changes that he found between the 9th and the 11th of July, would have vanished. It would have answered for him another question that seemed to puzzle him so much; viz., how a committee, in which a majority were southern men, had been secured in favor of such an ordinance.

On the 18th he was again in New York. On the 19th he made this entry in his diary: "Called on members of Congress very early in the morning, and was furnished with the ordinance establishing a government in the western Federal territory. It is, in a degree, new modeled. The amendments I proposed have all been made except one, and that is better qualified."

The frame of government having been satisfactorily settled, Congress proceeded to state the conditions on which the sale of lands should be based. On the 20th these terms were shown to Dr. Cutler, who rejected them. He says: "I informed the committee that I should not contract on the terms proposed; that I should greatly prefer purchasing lands from some of the states, who would give incomparably better terms; and therefore proposed to leave the city immediately."

At this time a number of leading persons who held government certificates proposed to make Dr. Cutler their agent for the purchase of lands for themselves. This would give him control of some four millions more of the debt with which to influence Congress. He agreed to act for them on condition of secrecy. That same day he dined with a large party of gentlemen, and further worked up his scheme. The next day several members called on him, and finding him apparently determined not to act on their conditions, and that he proposed leaving immediately, they assured him that he had many friends among them, and that Congress was disposed to give him better terms. He appeared very indifferent, and they became more and more anxious. His ruse, for such he meant it to be, was working admirably. He finally told them that if Congress would accede to his terms, he would extend his proposed purchase, so that Congress could pay more than four millions of the public debt; that the intention of his company was *an actual, a large and immediate settlement* of the most robust and industrious people in America, which would instantly enhance the value of federal lands. On his own terms he would renew the negotiations if Congress was disposed to take the matter up again.

On the 24th he wrote out his terms and sent them to the Board of Treasury, who had been empowered to complete the contract.

These terms specified that the general government should survey the tract at its expense; stated the manner of payment, the number of payments, and the time the deed should be given, etc. But the most striking provisions were, that in addition to the 16th section of each township, set apart by the act of 1785, for the support of free schools, the 29th section of each township should be given perpetually for the ministry; and that two entire townships should be set apart, without expense to the company, for the establishment and maintenance of a university.

These terms called forth considerable opposition, and taxed the lobbying powers of the Doctor to their utmost. He says, "Every machine in the city that it was possible to set to work, we now set in motion." "My friends made every exertion in private conversation to bring over my opponents. In order to get at some of them so as to work powerfully on their minds, we were obliged to engage three or four persons before we could get at them. In some instances we engaged one person, who engaged a second, and he a third, and so on to the fourth before we could effect our purpose. In these maneuvers I am much beholden to Col. Duer and Maj. Sargent.

It had been the purpose of the company to secure for Gen. Parsons the Governorship of the new Territory, but it became known that Gen. St. Clair had an ambition in that direction. Gen. St. Clair was withholding his influence. Dr. Cutler sought an interview with him. "After that," says the Doctor, "our matters went on much better." It will be remembered that General St. Clair became the first Governor of the Northwest Territory.

On the 27th Congress directed the Board of Treasury "*to take order and close the contract.*" That evening Dr. Cutler left New York for his home, authorizing Maj. Sargent to act in his stead. On the 29th of August the Doctor made a report to the directors and agents at a meeting in Boston. A great number of proprietors were in attendance, all of whom fully approved of the proposed contract.

The contract was finally executed October 27, 1787.

The next paper will discuss the Influences of the Ordinance.

RICHMOND NORMAL SCHOOL, March 11, 1886.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

—:o:—

A HUMBUG.

THE editor of this department will probably be labeled by many of his readers a "growler" or a "crank." Well! all right! When growling will not be necessary the world will be much nearer the millenium than it is now. The present is a period of rapid development, which is always a period of humbug and shallowness. When the reflective period followig this shall come, many things that now boldly walk in the light of day will slink into the obscurity of twilight. One of these is the so-called observation-lesson. We have before us one labeled "An Observation Lesson—Differences between Horses and Cattle, by Dr. (?) — ——" Here it is in toto:—

CATTLE OR BOVINE ANIMALS.

Have two toes.
Usually with horns.
Without a mane.
Pawing with fore-feet denotes anger.
Long hair in a tuft at end of tail.
Encircle food with the tongue and convey to mouth.
Lips slightly movable.
Have no upper incisor teeth.
Lie down fore parts first.
Rise on hind legs first.
Shorter mouth. No vacant space between incisor and molar teeth.
Four stomachs. (Tripe is one of them.)
Always chew the cud.
Intestines small—120 feet long.
Have gall bladder.
Can vomit.
Can breathe through the mouth.
Mouth usually open when wearied.
Defence by hooking.
Bellow or moo.
Do not perspire easily, if ever.

HORSE OR EQUINE ANIMALS.

Have one toe.
Never with horns.
Have a flowing mane.
Pawing with fore-feet usually denotes hunger.
Tail covered with long coarse hair.
Seize grass with their lips and convey to their teeth in feeding.
Lips very movable.
Have upper and lower front teeth.
Lie down hind parts first.
Rise on fore-legs first.
Mouth long. Space between front and back teeth.
One stomach to hold about three gallons.
Do not chew the cud.
Intestines large—60 feet long.
Have no gall-bladder.
Can not vomit.
Never breathe through the mouth.
Never open the mouth from exhaustion, but only to eat or bite.
Defence by kicking.
Neigh or whinney.

Have dew lap.	Perspire easily.
No warts inside of hind legs.	No dew lap.
Never use teeth in fighting.	Hard oval warts inside hind legs.
Do not retract the ears.	Use their teeth in fighting.
Very rough tongue.	Retract the ears when angry.
Broad triangular head.	Soft smooth tongue.
Wide ears.	Long narrow head.
Limbs formed for strength.	Erect narrow ears.
Live twelve or eighteen years.	Limbs formed for swiftness.
Do not roll over.	Live thirty or forty years.
Sleep with both ears alike.	Lie down and roll over.
Seldom sleeps standing.	Sleep with one ear forward.
Eat awhile and lie down to ruminate.	Often sleep standing.
Shoulders forward.	Eat all or most of time in pasture.
	Shoulders slope back.

No one would deny that the above states some real or assumed facts of interest. But that this parallelism and antithesis of statement constitute a lesson in observation is quite another matter. Direction in observation should tell one where to look and how to look, but not what he should find. This goes one step too far and becomes the old-fashioned cramming of memory. The above lesson is to be given children without dealing with the objects direct. If the children were country children, they would already know many of the facts by recalling their previous observations. If they were town children, they would know fewer by observation, and the exercise would be more purely one of verbal memory. In either case there would be no study of the things, and hence no real, direct observation, but in its stead a memory-drill. The exercise would be better if the children were told when to look and how to look, and then let look and discover what they could. Some of the assumed facts are of doubtful correctness. Cattle are said to be without a mane: how about the buffalo? "Pawing with fore-feet denotes anger": every farm-boy has seen cattle paw and "hook" the ground in play. "Can vomit": but do not, etc., etc.

In the case of most of these "lessons," the principal thing is the name, and they are only a sugar-coated way of giving old-fashioned doses of verbal memory-work.

S. S. P.

NUMBER AS OBJECT AND IDEA.

IN E. E. White's excellent article on "Numbers and their Expression," in the March number of the Journal, he attacks the fundamental error in teaching primary number, viz., failure to distinguish between expression and thing expressed. There is another distinction equally important, namely, that between idea and object. Except in the use of numbered objects, in the first stage of primary number, or in the use of illustrations, we deal with our ideas of objects, and not with the objects themselves. Ideas then are our "numbers." It is this fact which is at the bottom of the claim of some mathematicians that all number is abstract—an abstraction from objects themselves. Take Prof. White's definition of a fraction and that of decimal fraction: "A fraction is one or more of the equal parts of a unit; and a decimal fraction is one or more of the decimal parts of a unit." Mathematically there is no such thing as the division of an object-unit into equal parts, any more than there is a perfect material sphere. We can form the idea equal parts, as we can form the idea perfect sphere, but we can not realize either. But what of it? Much. If we are dealing with ideas in all number-teaching, an understanding of the kinds of ideas and how they are formed will relieve us of the necessity of doing the work hap-hazzard. The kinds are:—

1. Numbered objects (sense-perception).
2. Pictured ideas of individual objects (imagination).
3. Abstract numbers—unpictured, (product of generalizing faculty).
4. Symbols (sense and memory).

The first, second and fourth are concrete; the third, "abstract." The mind learns numbers in the order named. First it deals with numbered objects. The child should be kept upon these until it can readily *illustrate* any number or process. Numbered objects should then be dropped. Next, the mind deals with pictured ideas of objects. The test of work needed is ability to handle them readily. When the pupil can deal easily with fifteen houses, horses, etc., he is ready to be put at *unpictured* fifteen, or as Prof. White would say, the *fifteenness* of the number. But,

finally, the mind discards this and deals with the symbol "15." It does not trouble itself in ordinary computation to go through the process of thinking fifteen. If a skilled accountant sees "7" and "8", he thinks the character "15". This is a simple act of automatic memory.

ONE of the best thinkers on educational subjects in the country says with reference to the question as to whether or not the mind is an organism: "Am glad to read your protest against the mind an *organism*. An organism is of course higher than an *inorganic* [body]; but it is not the *ne plus ultra*. Mind is higher than an organism. * * * Death belongs to all organisms."

HON. Leroy D. Brown, of Ohio, as chairman of a committee appointed to consider the terminology of schools and school-work, presented a report at the Washington meeting of superintendents, February, in favor of the naming "Primary School", "Intermediate School", and "High School", instead of the present naming, "Primary School", "Grammar School" and "High School", employed in many places. The committee advises that all blanks, reports and school-names should be made to conform as rapidly as possible to the new naming. School-officers are everywhere requested to coöperate in making the change of name. The nomenclature "Primary School", "Grammar School" and "High School" is both misleading and incorrect. A uniformity of terms is desirable, along with a naming that will state the facts. The committee considered the possibility of changing "High School" to some term less objectionable, but decided that it is too firmly rooted in use. The desire for sets of names that are logical and uniform is a hopeful sign and deserves encouragement. We hope the report of this committee will receive the attention it deserves from Indiana school-officers.

BACKING one's cart to mill is neither a very graceful nor a very profitable mode of taking grain to the hopper, and yet this is exactly what teaching formulas in arithmetic means. It is putting

the cart before the horse. The formula is properly the last thing to be *made*, not *bolted*, by memory, whole. Thousands of schools, however, reverse the operation and put the formula, which expresses a process, first, and like the makers of the "Old Blue-Back" spelling-book, trust to Providence to supply the ideas that should precede and underlie the formula. There is a fatal facility acquired by children for the mere time of instruction, which is made the justification of those teachers who teach formulas. They take refuge behind that mothers' apron of shallowness, from the accusers of Socrates to the present, and say that teaching formulas is the "only practical" or the "most practical" method. To come to the point so that it will not be misunderstood: the formula *Multiplicand + Multiplier = Product* or any other should be made when the pupil thoroughly understands and can perform all phases of the process—if he should have it at all. The practice of furnishing cases, explanations, definitions, etc., ready-made, needs only to be understood to be condemned.

"How cultivate the memory?" has long been a stock question at institutes and teachers' meetings. Is it not about time to retire it with that other venerable old chestnut, "How to prevent whispering." The memory doesn't need cultivation. It will take care of itself. If the subject is thoroughly taught it will be remembered. Drill, everlasting drill, on a few knick-knacks of a subject may fix them in the verbal (local) memory, but what of it? How much is such knowledge really worth? Drill is a poor pony, ridden to death. That which has to be rubbed in, by sheer repetition of verbal forms is more useless, so far as any real effect on our lives, actions, and character is concerned, than so much old junk to one who is not a junk-dealer. We need to master the subjects well for ourselves and then study how to have the pupil master it for himself. This done, all that is needed will be remembered.

ONE of the straws at the recent superintendents' convention, at Washington, was the unanimity with which that body seconded a suggestion, by Hon. M. A. Newell, of Maryland, that normal

schools should establish a department for the training of superintendents. Come to think of it, what is more patent! If the training of the subordinate who deals with forty children is important, how much more so is that of the superintendent who directs not only that teacher, but perhaps scores or hundreds of others! Hitherto it has been assumed that the wisdom stored in superintendents' heads was God-given and did not need training, while that under the teacher's hat-band was of the earth earthy and hence needs normal schools, institutes, reading circles, etc., to train it for its work. If a teacher needs professional training, why not a superintendent? Or, shall we go back to that good old-fashioned argument that so long made academic scholarship the only training required of the teacher, viz., that experience is the only school to make superintendents. We need not get confused on this question. The *art* of superintendence is learned by experience. But there may be instruction in that knowing which precedes doing.

Superintendents have themselves made good progress to be able, in so representative a body, to see that special instruction is needed for their duties, and that superintendents' sense is acquired in the same way as teachers' sense.

THE SCHOOL ROOM.

[This Department is conducted by Geo. F. Bass, Supervising Prin. Indianapolis schools.]

"IDEAS BEFORE WORDS."

THIS is an old maxim. It is much talked about in institutes and other teachers' meetings. It is often written about in school papers. It is *sometimes* used in school with very small pupils who are just beginning to learn to read.

Institute instructors generally take the picture of a cat (and say that the real cat would be better) and show how they *would* get the pupils to become possessors of the idea *cat*. After this is done, they say they are ready to show the printed word *cat*.

This, when well done, makes an admirable lesson in the institute and in the school. Sometimes, however, in the school

some little embryo senator sees the point too soon and says, "I can spell cat, c-a-t. I can write it on the board, too; papa told me how." This spoils the plan. The senator is told in a very stern manner to take his seat and keep still. Lesson No. 1 in squelching. Nothing like this ever happens in an institute. But the question we are getting ready to ask is, Why do teachers who believe, preach and teach "ideas before words" have, or *allow* pupils to learn the *definition* of subject, predicate, phrase, etc., before they know the thing when they see it; before they know *any* of its general characteristics? Why do they! Why not bring in the *subject* as they do the cat? Why not examine it as closely as they do the cat? Why can not the pupils be led to see that the word used as subject *names* or denotes an object? Also, that it denotes the object about which an assertion is made? To decide whether a word does this he must use his common (cat) sense. This then will assist in training him up in the way he should go, and when he gets old he will be able to go it.

Please remember the *cat work* in all the work you do. Stick to the old maxim until the words and ideas have been associated with each other so often that either one suggests the other. In case a boy gets ahead of your nice little plan "take your hat off to him" and thank him.

LANGUAGE LESSONS.

(FOR SECOND READER PUPILS.)

THE SENTENCE.—A child who is able to take up the Second Reader knows many sentences, both oral and printed. He may not know that they are called sentences. He probably could not tell what a sentence is, but he can use one to tell what he thinks. He can ask more questions than any philosopher can answer. He knows the difference between a question and an answer; between a command and an exclamation, when he *hears* them; but he is not familiar with the written form. He can express his thoughts with the vocal organs, but not with the pen. We give him language lessons that he may learn to express himself as readily with the pen as with his tongue.

To begin this kind of work he should be able to make the script letters and know how to spell the words in his vocabulary. But these *may* be taught in connection with the language work. It is plain that this work should begin with the oral sentence, as this is what the child knows so well.

Present an object in action if possible, and have the children tell what it does. The next best thing is to show the picture of an object in action. In a language book now on my table there is the picture of a fox just ready to catch a hen. Ask the child what the fox wants and he will say, The fox wants the hen. Again, Does the hen see the fox? He looks at the picture and says *no*. Now ask him to tell you that the hen does not see the fox. Ask him if he thinks the fox will get the hen? Show him the next picture, where the fox has the hen in his mouth, and ask him to tell what he thinks. By this time several sentences will have been given, and should have been written upon the black-board. We are now ready to say to him that these words tell what we think, so we call them sentences. This is no definition. He should learn no definition or other formal statement now. Call attention to the fact that each of these sentences tells something, that each begins with a capital letter and ends with a period. He is then ready to copy those on the board, and make as many more about some object or picture furnished by the teacher. He has now dealt with only one class of sentences, that for the present he may call telling sentences.

FREEDOM.

WE visited a kindergarten (so-called) once. While we were talking with the kindergartner about Froebel, she told a little boy to go across the room and get a box of pegs. He went on "double-quick," stamping with all his might, and returned in the same manner. As he tumbled into his chair by the table she said, "We allow *perfect* freedom here. Quite different from your public schools." She might have added well-regulated homes. It just occurred to us that such freedom would prepare the child to live like a savage, but not like civilized man. This

particular kindergartener just doted on Fröble, but his mantle has not fallen on her.

It somehow seems to us that perfect freedom in society means perfect control of self. Freedom to act in a way that accords with one's sense of right. The kindergarten is a splendid place to teach this kind of freedom. We believe in real kindergartens.

"HAVEN'T TIME."

THERE are so many teachers who haven't time to do good work. Suggest a method that they say they endorse, and they say, "Yes, that's just my idea of the subject, but I could never get over the work." Do we teach just to get over the work? "O, no, but the superintendent says we must do the amount indicated in the manual." But why does he say so? Is it because he thinks just that much must be done in just the time indicated, or is it because he thinks that by doing that much, it will make the pupil grow all he is able to in the time indicated? Suppose you buy a hundred bushels of corn to feed your horses for a certain time, and you find that they can not eat as much as you thought they could, does it worry you, and do you say that you are afraid they will not get it all eaten up as soon as you expected?

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

—10:—

GENERAL LESSONS.

MANY parents, and also many teachers object, to some extent, to general lessons on the ground that they unduly multiply the number of school studies. This view is one, however, that loses sight of the true place and function of general lessons. They are, essentially, phases of the common school branches. The function of the general lessons is to present in an oral way, those elements of the common school branches, that the books, on account of their restricted scope are unable to make clear. The common school branches are to move for-

ward in two lines—those of the text-book and of oral instruction, and these lines are mutually explanatory. The teacher is to see, and is to lead the children to see that each point dealt with in the general lessons, has the bearing upon the regular studies.

The general lessons consist of:—

Lessons on Animals.

Lessons on Plants.

Lessons on Minerals.

Lessons on Man, and his habits of eating, dress, building; the animals he eats, the occupations he engages in, etc.

Lessons on common things, such as on coal, on qualities of water, etc.

Lessons on unfamiliar objects, as granite, flax, a lighthouse, etc.

Lessons on processes of cultivation and of manufacture.

Lessons on Animals.—These lessons, as was indicated, are to awaken interest in and to assist in making clear other subjects. For example, a lesson on the horse might be given in connection with work on South America. A lesson on the sparrow could supplement work in regard to insects, or geography lessons on France.

Lessons on animals also have for their aim the cultivation of kindly feelings toward animals, and to give an intelligent and sympathetic acquaintance with their habits.

The following points may indicate how a lesson upon the *eagle* may be made to train children to observe and think, and also bear upon their other lessons:

1. By description lead the pupils to image a lonely region in a mountain range. Describe the toil of the ascent, and have the children state the changes in appearance as they ascend. Put before their imaginations a very high, craggy place on which is to be found a number of large sticks and limbs, with leaves, so as to form a hollow just as twigs or straw would be laid to form a sparrow's nest. Show that it is larger than is needed to hold a sheep or a lamb. Raise the inquiry as to its use. If necessary state what it is. (That it is an eagle's nest.)

(a) Lead the children to infer the eagle's size.

(b) State the size.

(c) Compare with other birds, with familiar measures, as the yard stick, and with the height of boys of various ages.

2. In the further description, show that the nest is surrounded by the bones of small animals, such as the rabbit, lamb, etc. Inquire as to the home of these animals and as to how they could have gotten up so high. Then show the picture of the eagle, calling attention to the

beak and the claws, and noticing their sharpness and strength; lead the pupil to observe the legs and wings and their great strength.

(a) Let the children infer the food.

(b) Obtain from them that it must be very strong and savage, that it tears its food, etc.

3. Speak of the great distance from the eagle's nest to the homes of the rabbits, lambs, etc., and state that it is said to be able to look directly at the sun.

(a) Lead the children to infer that its sight is very keen and strong: that it sees its prey from afar before it starts out upon its journey for it.

(b) Have them compare the eagle's power of sight with their own, and lead them to state reasons that occur to them for the difference.

4. With the aid of the pupils place upon the board a sketch somewhat as follows:

The eagle is a large bird with very strong legs and wings. Its beak and talons are strong and sharp, and are well fitted for tearing. Its home or eyry is high up on the craggy lonely parts of mountains, and it feeds upon lambs, rabbits, and other small animals that it is able to seize in the fields below and bear off to its rocky home.

A close investigation of the general lessons given, will tend to make clear the reason for the name, for it will appear that the lesson is not, except to a degree, a specific one, but that it is general in its bearings—the description of the region and of the eagle bearing upon geography; the description of the eagle, its size, etc., and the sketch upon the board, the mastery of the new words *eyry*, *beak*, *talons*, etc., bearing upon the language, number, reading, spelling and writing lessons. On the side of mental discipline, the pupils emerge from the exercise with stronger powers of observation, imagination and inference.

PROHIBITIONS OF MENTAL SCIENCE.

1. *Do not (as a general rule), address the pupil who is to reply, before presenting the point for consideration.*

The laws upon which the prohibition is based:—

(a) The essential principle of mind is *growth*.

(b) The mind grows by *self-activity*.

(c) The mind *tends to act again as it has acted*.

If the pupil is named and then the question is asked, the tendency is for that one pupil only to vigorously exercise his mind upon it while the minds of the others are comparatively passive, and thus it will transpire that a thought which should be engaging the mind of the whole class, will really reach in a thorough

way only one of the class. This kind of questioning fosters inattention, in that each one is required to attend thoroughly only when his name has first been called.

If on the contrary, the question is addressed to the class as a whole and the pupil who is to recite is then named, each pupil of the class will have thought through for himself the answer, and will be prepared to answer or to decide as to the answer of the one who does recite, in addition to the mental strength gained from the exercise.

2. *Do not ask two or more questions to obtain an answer.*—As, What is the distance across the isthmus of Panama? How wide is it at the narrowest point? How near does the Atlantic come to the Pacific at that point?

The laws upon which the prohibition is based:—

- (a) One aim of the school is to build up the *power and habit of close attention*.
- (b) The mind *tends to act again as it has acted*.
- (c) The mind grows by *self-activity*.

If the teacher is in the habit of multiplying the questions upon the given point, the pupil will soon observe that each question approaches a little nearer to telling than the preceding one so he will grow into the habit of heeding but little the first question or two, in order that the teacher by his questions, may render the answer easy. Thus, will be acquiring the habit of inattention, and will be receiving the minimum amount of mental exercise.

DRAWING FOR THE FIRST YEAR GRADE.

THE ability to draw well implies the cultivation of the attention, observation, imagination, memory, and judgment. It implies the training of the eye and hand.

A thorough and systematic training in Form will aid the pupil in acquiring this ability, and until the child has received this training the drawing lessons proper should be delayed.

Assuming that the child is familiar with the simple solids—the sphere, cube, cone, cylinder, pyramid, square and triangular prisms; with the terms flat surface, curved surface, straight edge, curved edge, square, oblong, triangle, circle, etc.; that he can

not only recognize the solids, but can mould and describe them, he is ready to represent them upon a flat surface *as they appear to him*. The sphere he will perhaps represent by a circle, the cylinder by an oblong, the cone by a triangle.

With the large cube before him lead the child to trace in the air one of its sides; first (showing him where to begin each time) the upper edge, then the lower edge; the left edge, the right edge. Repeating several times he will begin at the left side to trace the upper and lower edges, at the top to trace the left and right edges.

Having secured this point, give more careful attention to the position of the pencil. While tracing the upper and lower edges have the pencil point directly in front; while tracing the left and right edges have the pencil point to the left, thus keeping it at right angles to the edge traced.

The attention will be gradually drawn to the difference in the direction of these edges, and other edges, such as the top of the board, the moulding on the door, etc., may be traced. Now, holding the pencil in the correct position, have the child trace the edge of the desk before him, then the upper side of the slate, then dropping the pencil lightly upon the slate have him draw across its center from left to right. Give the term horizontal line and have others draw. The line already drawn divides the slate into its upper and lower halves. The second line may bisect the upper half, the third may bisect the lower half of the slate. When vertical lines are drawn the same order may be observed. Dividing the slate first into halves, the spaces may be bisected or trisected a number of times.

While drawing these long lines the full length of the slate it is well to accustom the child to *sight*, i. e., to decide upon the point at which the line will terminate, and to keep the eye fixed upon it and *not upon the pencil*.

In drawing oblique lines draw the first line from the right upper corner to the left lower corner; bisect or trisect the space above, then that below. The edges of a triangular prism will aid the child in getting a clear idea of the oblique line. Tracing a circle or a section of it will give the idea of a curved line.

For at least three months lines of an exact length should not be drawn, that is, not in the drawing lesson proper. Lines the full length of the slate will better train the hand in the full, free movement so much desired. Frequent exercises should be given for this purpose alone; every alternate lesson for three months will not be too frequent. From the time the first stroke is made upon the slate until the conclusion of the lesson an exact position of the body, hands and feet should be required. The body should be erect, touching the back of the desk (if it be suited to the child's height and size), the feet firmly upon the floor, the side of the slate parallel with the edge of the desk, the pencil held by its center.

When some freedom of movement has been attained; some degree of accuracy in drawing lines of different kinds and in different positions; when good habits of position have been established (in a measure at least), the child is ready,—

1. To draw lines of exact length.
2. To combine lines in pleasing forms from: *a.* observation; *b.* dictation; *c.* memory.
3. To draw the solids (already studied), a definite scale being given.
4. To draw common objects.

The simplest objects should be selected at first, such as a square of paper. Let the child trace its edges and then draw them; fold the paper and have the creases traced and drawn; fold again and again, having the creases represented each time. An oblong of paper may have the diagonals and the diameters traced and drawn. Some of the objects chosen may be: a picture frame and cord, a cup, a ladder, a kite, a dust-pan, a fan, a bucket, a top, a leaf, a butterfly, etc., etc.

If the lines are first found in the edges of these objects and traced, the drawing will present little difficulty, remembering always that *perfect* work must not be expected.

The regular busy work of the primary school, such as stick-laying, and work with squares, oblongs and triangles of colored card-board will assist in giving the child great interest in drawing. Let him form a design upon the desk and then copy it upon the slate. Children like to be exact; rule the slates in $\frac{1}{4}$ in. squares, and they will delight in drawing their inventions upon them. A

few suggestions as to arrangement and symmetry will enable them to draw designs worthy of preservation. A little girl once drew a vine with scallops representing embroidery. Another filled the slate with lace work. The Grecian fret, so easily drawn upon the squares, gives the child pleasure. In short, the net-work of squares is a little web which allures the thoughtful child because of its many possibilities. FANNIE S. BURT.

OFFICIAL DEPARTMENT.

ENFORCEMENT OF COURSE OF STUDY.

[Letter-Book G, page 601.] The law requires the eight "common branches" to be taught in the schools, and certainly contemplates that pupils shall study each subject at the proper time, as indicated by the course of study. In requiring this the trustee and superintendent should sustain the teacher, and every effort should be made to induce pupils to conform to the course. I should not advise the expulsion of pupils for declining to study any particular subject, but they should be made to understand that their common school education is incomplete till every subject has been taken.

[G, 610.] Our Supreme Court has not had occasion to define the powers of school trustees and teachers in enforcing compliance on the part of pupils with the course of study and the various exercises incident thereto. But from the reports of other States several rulings bearing on the question can be cited, as follows:

1. The writing of English compositions, though not mentioned in the list of studies required by law, may be required by the teacher, and a pupil was properly suspended for refusing to write them. *Gurnsey v. Pitkin*, 32 Vt. 226.

2. Similar decision concerning the study of Rhetoric. *Sewell v. The Board*, 29 Ohio, 89.

3. But, though a pupil might be suspended for refusing to study Algebra, even when her father requested that she might be excused from that study, yet corporal punishment is an improper remedy. *State v. Mizner*, 50 Iowa, 152.

4. A pupil having been suspended for refusing to perform a required exercise in declamation, and having been, on returning to school, forcibly ejected by the teacher; held that by returning he became a trespasser and could not recover for assault. *Kidder v. Chellies*, 59 New Hamp. 473.

These doctrines seem to be denied in the case of *Morrow v. Wood*, 35 Wis. 59; though this case may be considered as going no farther than to declare the impropriety of corporal punishment in each case. My own opinion is that the school board or trustee has the power to suspend a pupil for refusing to take part in the singing at the opening of the school, an exercise regularly required by the school authorities, unless some valid reason or excuse be offered.

[G, 615.] 1. A teacher or superintendent may, with the approval of the trustees, suspend a pupil for refusing to declaim on a specified day, in accordance with the requirements of the course of study.

2. The school authorities may require pupils to take the full prescribed course, and may refuse to promote from any grade till the work of the grade has been done; but reasonable latitude should be allowed in this matter.

3. A rule that a pupil may be suspended for five or more unexcused absences may properly be made and enforced by authority of the school trustees.

4. The trustees may prescribe in what grade the German language or any other branch of study may be pursued. See Note 3 to Sec. 4497 School Law.

The above are selected from my recent decisions.

J. W. HOLCOMBE, *Supt. Pub. Instruction.*

EDITORIAL.

DO NOT FORGET that all subscriptions to the Journal taken last summer or fall, and not paid for at the time, were to be paid for on or before Jan. 1, 1886. That date has passed, and a few subscriptions yet remain unpaid. A single subscription is a very small amount for each teacher, but it does not take a great many to aggregate a material sum to the editor. Do not forget.

VISIT TO THE LA PORTE SCHOOLS.

✓ The La Porte schools are under the supervision of W. N. Hailman, author of a book on "Object Teaching," "History of Pedagogy," a series of German Readers, etc., and of numerous articles and pamphlets on the Kindergarten, and New Education. Mr. Hailman is the author of the term *new education*, which term has been so much perverted and misconceived that he is tempted to disown it.

As a man of such ability, with such decided views and progressive ideas is certain to make his mark wherever he works, a visit to his

schools was anticipated with much pleasure. The occasion of the visit was the meeting of superintendents and teachers, Feb. 11, 12, 13. The following notes record the impressions made:

1. The spirit manifested in the schools is most excellent. Teachers and pupils seem to be on familiar and confidential terms. The order is good but not strained. The freedom allowed was unusual, and yet the pupils did not seem disposed to abuse their privileges.

2. The kindergarten methods are more largely introduced into the primary grades, and are carried farther up in the grades than in any other schools with which I am acquainted. Every possible facility is afforded for forming clear and distinct ideas. Every sense is appealed to. The school-rooms are filled with objects, pictures, materials, with which to illustrate each thought presented. Then as a counterpart to this the child is encouraged, after gaining these clear conceptions, to give expression to them in both oral and written language, in drawing, in modeling in clay, in coloring, etc.

3. The drawing, which is according to Mr. Hailman's own system, is not surpassed anywhere. The display sent to the New Orleans Exposition a year ago was awarded the highest praise, as the following letter from the eminent French educator, Benj. Boisson, testifies:

"No where does drawing, aided by rudimentary modeling and carving receive so much thoughtful attention as in the primary schools of La Porte, Ind., directed by Mr. W. N. Hailman, a gentleman of great foresight and originality."

4. The clay modeling is carried through several grades, and the results are surprising and pleasing.

5. The work witnessed in arithmetic, singing and geography, was good.

6. The intermediate or grammar grades were not visited. In the high school each Friday P. M. is devoted to composition writing and general exercises. This was the only work witnessed, and it is certainly well done. The high school is in excellent condition.

7. The criticisms to be made are: (a) In the desire to have the children express themselves there is a tendency on the part of some of the teachers to lose sight of the main point of the lesson, and thus lose valuable time in talking of irrelevant matters. (b) While in many schools there is too much drive and push in order that certain results may be reached in a given time, these schools perhaps lack a little in this regard. (c) The reading was not good—hardly fair. While every means was employed to make the child understand what he read, teachers seemed to be satisfied with very ordinary expression. One boy in reading his own printed composition did it in a very imperfect way. While there is abundant effort to secure expression of thought, there seems to be too little effort to secure the *best* expression, either in conversation or reading.

Taken altogether the schools are certainly far above the average, and the spirit in them, which is the best part of any school, is certainly most excellent.

Mr. Hailman recognizes the fact that education is a *growth* and that *time* is a necessary element, and he provides for the development of *all* the child's powers. The nature of Mr. Hailman's work is such that its good effects can not be seen or felt at once, but time must prove its great value.

The above notes give faithfully the impressions received, and if the criticisms are too severe or the commendations too strong, pardon is asked for the one as readily as for the other.

NATIONAL EDUCATIONAL ASSOCIATION.

This association will convene at Topeka, Kan., July 13-16, and the prospects now are that it will be as large a meeting as the one held two years ago at Madison, Wis. An excellent program is almost completed and other inducements are all that could be expected. Hotel rates are low and the citizens promise to entertain 5000 teachers at \$1 a day. Half fare rates have been secured on the railroads, clear on to the Pacific coast if teachers wish to go so far.

State Supt. Holcombe is President of the Primary Section of the Association, and W. N. Hailman, Supt. of the La Porte schools, is President of the Kindergarten Section. These gentlemen have arranged to hold joint sessions of these departments, which will certainly add interest to both. Let Indiana send a good delegation.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR FEB.

[These questions are based on the Reading Circle work of last season.]

READING.—1. State three characteristics of good reading and your method of securing each of them.

2. State three things that the pupil should be able to do before attempting to recite a reading lesson.

3. State the difference, if any, between monotony in reading, and monotone.

4. What is the use of the punctuation marks in the readers?

5. Give your method for conducting a recitation in the Fourth Reader.

6. Read a selection chosen by the superintendent.

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each pupil will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. Explain how the subject of history affords culture to the imagination.

2. What two things are to be acquired in writing?

3. Illustrate in the subject of physiology the law of proceeding from the known to the related unknown.

4. How does mental science assist one to understand the reasons for requiring silence in the school-room?

5. Define attention as an act of mind. What powers of mind are involved in an act of attention?

ARITHMETIC.—1. Upon what principle is the reduction of a fraction to its lowest terms based? Illustrate. 5, 5.

2. The difference of time between St. Louis and a city east of it is 1 hour, 20 minutes, 24 seconds. St. Louis is $90^{\circ} 25'$ west longitude; what is the longitude of the other city? Proc. 5, ans. 5.

3. Write the following in words: 46.7021; 200,003; 70.00300; 809.05800; 308,504. 2 each.

4. What is the value of $(129 - 76\frac{1}{2}) \times \frac{7}{18}$ of $(12\frac{1}{4} - 2\frac{2}{3}) \times 21\frac{1}{2} \times 6\frac{1}{2}$? Proc. 5, ans. 5.

5. A square farm contains 40 acres; what is the length of fence on one side? Proc. 5, ans. 5.

6. A man owned $\frac{3}{5}$ of a steamboat and sold $\frac{1}{5}$ of his share for \$18,000; what was the value of the steamboat?

7. The circumference of the forward wheel of a wagon is 15.5 feet; the circumference of the hind wheel is 16.8 feet; how many times will each revolve, and how many times will one revolve more than the other in moving $4\frac{1}{3}\frac{2}{3}$ miles.

8. What is the interest, at 7 per cent., of \$195.25, from Sept. 12, 1882, to Aug. 28, 1885?

9. State the two ways of multiplying a fraction by an integer. Illustrate by examples. 5, 5.

10. Define quantity, figure, proportion, interest, cube root. 2 ea.

GEOGRAPHY.—1. What is the latitude of a place situated on the tropic of Capricorn? On the Polar Circle?

2. Draw a map of the Gulf of Mezico, marking carefully the position of all states and countries which border it.

3. Name five mountain ranges of the Eastern Hemisphere that serve as boundary lines, stating the general direction of each.

4. Describe the course of a vessel from Trieste to Tokio, sailing east.
5. Draw a sketch of Egypt, placing upon it the Nile, Cairo and Alexandria.
6. Take an imaginary journey from Indianapolis due west to the Pacific Ocean, and tell what differences of climate you encounter.
7. State the difference between standard and local time, and give the reason for the difference.
8. Locate the following noted mountains: Hecla, Vesuvius, Popocatepetl, Katahdin, Black Mountain.
9. Explain, briefly, the causes of the ocean currents.
10. Describe the soil, climate, and chief productions of Ohio.

GRAMMAR.—I. What are parts of speech? Name them.

2. How do you determine to what part of speech any word belongs?
3. What kind or kinds of objects may be expressed by each of the simple relative pronouns?
4. What kind or kinds of objects may be expressed by each of the interrogative pronouns?
5. When is a noun in the objective case?
6. Give the rules for forming the possessive of plural nouns.
7. Analyze: They never fail who die in a just cause.
8. For those that fly may fight again,
Which he can never do that's slain.
What is the antecedent of *which*? What does *that's slain* modify?
9. Correct, if necessary, and give reasons:
 - a. That custom has been formerly quite popular.
 - b. What sounds have each of the vowels?
10. What is the difference between the synopsis and the conjugation of a verb?

PHYSIOLOGY.—Give a full account of the processes of circulation and respiration, tracing a portion of the blood from a villus of the alimentary canal through the heart and lungs back to the same point.

HISTORY.—I. Why did the results of settlements in the eastern and northern parts of America differ so essentially from those in Central and South America?

2. What led to the settlement of Rhode Island? How did this agree with the alleged cause for the settlement of the Massachusetts colonies? 5, 5.
3. What connection had Washington's services during the French and Indian War with his appointment as Commander-in-Chief in the Revolution?
4. What were some of the great objects of Washington in all the measures of his administration?
5. Name the States created from the Northwest Territory, and de-

scribe the influence upon their growth of the Ordinance of 1787. 5, 5.

6. What singular feature marked the treaty of peace after the War of 1812? What was the moral effect of this?

7. Name in order those who filled the first ten presidential administrations under the Constitution.

8. How did the agitation of the slavery question promote the election of Lincoln?

9. What expression of Seward showed how little the North realized the magnitude of the Rebellion? What battle aroused them to the real danger?

10. What was the Halifax Award?

ANSWERS TO QUESTIONS PUBLISHED IN MARCH.

PHYSIOLOGY.—The human heart is a double organ, each side of two connecting chambers being separated from the other side by a thick wall, or septum. The upper chambers, called auricles (*little ears*), have thinner walls than and lie nearly at right angles with the lower chambers, or ventricles (*little bellies*). The auricles lie upon the top of the thick fleshy walls of the ventricles, and, usually, are very inaccurately represented in books. The heart is a tremendous force-pump. Its muscles, when not unduly stimulated by liquors, rest between each movement or beat, the rest being longer when one is lying down, or asleep in any position. Were it not for this rest, the heart-muscles would soon give out; for it is estimated that their work each day is equal to that required to lift twenty-one tons one foot high.

The heart is enclosed in a small serous sack, the pericardium. The oily fluid secreted by this membranous sack prevents friction. An increase of this fluid without a corresponding increase in absorption produces the disease known as dropsy of the heart, the pressure of the accumulated "water" gradually increasing until it stops the heart's motion.

Tubes pouring blood in the direction of the heart are called veins; those carrying blood away from the heart, arteries. The veins have thinner walls than the arteries. They also have valves in them, which are lacking in the arteries, because, in the arteries, valves would be hindrances, not helps to the circulation of the blood. You can detect the presence of these valves in the veins by compressing a vein upon the back of the hand with one finger while pressing the blood above a valve with another. Both arteries and veins have three coats except where connecting with the capillaries, when the wall of each is composed of a single thin membrane. The largest artery, the one passing out from the left ventricle of the heart, is the *great aorta*; the largest veins, those entering the right auricle of the heart, are the ascending and the descending *venae cavae*.

The arteries end in the capillaries. The veins begin in them. Through the thin capillary walls the elements of renewing life pass out and bathe the cells of the various tissues of the body. A portion of the unused material and a portion of the waste or used-up material passes back toward the heart directly through the veins; other portions through the lymphatics, which empty into the large veins before the latter reach the heart. The blood is the fluid by means of which this interchange of substances takes place.

READING.—1. Three characteristics of good oral reading: distinctness of enunciation, accuracy of pronunciation, expression. Three characteristics of good silent reading: close attention, accurate knowledge of the meaning lying behind the word-form, ability quickly to interpret the thought and to realize the sentiment expressed through these word-forms properly associated.

Means of securing *distinctness of enunciation*, practice upon the elementary sounds singly and in association; of securing *accurate pronunciation*, the diacritical marks and the dictionary; of securing *expression*, good silent reading, general culture, practice.

Means of securing *close attention*, interest, habit; of seeing *the word vanish in the thing*, proper primary instruction; of obtaining *rapid realization of the thoughts and the emotions of a selection*, (1) less attention to the mannerisms of oral reading, (2) less attention of the pupil to himself as the "performer" of the reading hour, (3) concentration of the pupil's mind upon the circumstances, the purposes, the outer and inner life, of the character or of the actions portrayed, etc., (4) analysis of short selections which may awake the imagination, the reason, or the feelings of the pupil until he forgets himself in the thought of another.

2. Rhetorical pauses are pauses of expression. They frequently occur where there are no punctuation marks.

3. If the reading lesson be regarded as a study in literature, the first thing to consider is its character, *i. e.*, whether explanatory, narrative, descriptive, argumentative, persuasive, etc. The character of the piece will naturally lead to the purpose of the author in its production. This may involve some study of the author's personality. It may involve also something of the circumstances which gave rise to the production studied. This will probably introduce the features of the production as a work of art and of genius, thus resulting in a discussion of its intrinsic merits.

4. Three American writers of fiction, with one work of each, are: J. Fenimore Cooper, "The Last of the Mohicans"; Nathaniel Hawthorne, "Septimius Felton"; Washington Irving, "The Knickerbocker History of New York".

5. From the study of good literature may be obtained an improvement in one's language, a better style of expression, a wider range of

thought, new subjects of thought, nobler sentiments, pleasures of a beneficial kind for leisure hours, ability to make others happier and better, etc.

ENGLISH GRAMMAR.—1. An *appositive* modifier denotes the same person or thing as the word which it modifies; a *possessive* modifier, a different person or thing.

2. Deer, sheep, swine. Scissors, ashes, snuffers.

3. The *masculine* gender refers to objects of the male sex, the *feminine* to objects of the female sex, and the *neuter* to objects that have no sex.

4. "I tell you that which ye yourselves do know," is a complex declarative sentence, of which "I tell you that" is the principal, and "which ye yourselves do know" is the subordinate clause. "I" is the subject nom. unmodified; "tell", the pred. verb, is modified by the indirect object "you", and the direct object "that". The pronominal "that" is modified by the clause "which ye yourselves do know." Of the subordinate, "ye" is the subject, modified by the emphatic reflexive "yourselves"; "which" is the connective and also the objective modifier of "do know", the subordinate predicate verb.

5. The "passive voice" is made by annexing the past participle of transitive verbs to the different tenses of the verb "be."

6. (a) Present tense with future signification.

(b) Past tense denoting past time."

(c) Past tense denoting present time, and implying that the supposition is contrary to fact.

(d) A customary action or universal truth is expressed by the the present tense.

7. (a) "I feel so *bad* about it." The subject is described, rather than the manner of the verb.

(b) The sentence is correct.

8. There are six tenses: three represent absolute time, and three relative time. The three simple tenses are present, past, and future. We may think of actions as completed in any of these times, giving rise to present perfect, past perfect, and future perfect tenses.

9. The passive voice represents the subject as receiving the action, and, therefore, is confined to *transitive* verbs.

10. The infinitive expresses the act or state without predicating anything, and consequently is not limited by person and number

GEOGRAPHY.—1. Boston, New York, Norfolk, Charleston, San Francisco. On a sea-coast, a good harbor is favorable to the building up of foreign commerce, and thus the growth and prosperity of a commercial city are secured.

2. The two states resemble each other in fertility of soil, in having

a generally level surface, and in abundant water facilities; both also being dotted with lakes. Both are commercial states; Louisiana being the outlet of the trade of the Mississippi valley, and hence having a large foreign commerce; while Minnesota is at the source of the river and exports chiefly its own products, flour and pine lumber. They differ in climate, productions, origin of inhabitants, and systems of education. Minnesota is also a manufacturing state.

3. From San Francisco south in the Pacific Ocean; rounding Cape Horn, it enters the Atlantic Ocean, pursues a north, northeast course to the English Channel; passes through the Strait of Dover into the North Sea; through the Straits of Skager Rack and Cattegat into the Baltic; through the Gulf of Finland to St. Petersburg,

4. Pacific, Indian and Arctic Oceans; Black, Mediterranean, Red, Arabian, China, Japan, Yellow, Okhotsk, and Caspian Seas; Bay of Bengal, Gulf of Siam, and Persian Gulf.

5. United States of Colombia, Ecuador, Peru, Bolivia, Chili, Patagonia. Ecuador is bounded on the north by Colombia; east, by Brazil; south, by Peru; west, by the Pacific Ocean.

6. Morocco, Algeria, Tunis, Tripoli, Egypt. In these countries is found the oldest civilization, and, in many respects the most advanced.

7. Russia is bounded on the north by the Arctic Ocean; east, by Asia, from which it is separated by the Ural Mountains and River, and by the Caspian Sea; south, by the Caucasus Mountains and the Black Sea; west, by Roumania, the Austro-Hungarian Monarchy, the German Empire, the Baltic Sea, and Sweden. The chief exports are grains, hemp, flax, cattle.

8. Mississippi, St. Lawrence, Mackenzie, Atlantic and Pacific systems.

10. The Tropic of Cancer is located $23\frac{1}{2}^{\circ}$ north of the Equator to mark the northern limit of the Sun's vertical rays; the Tropic of Capricorn $23\frac{1}{2}^{\circ}$ south of the Equator to mark the southern limit of the Sun's rays. The Arctic Circle is located $23\frac{1}{2}^{\circ}$ from the North Pole, and the Antarctic Circle $23\frac{1}{2}^{\circ}$ from the South Pole, to mark the limit of the circle of illumination beyond the poles.

ARITHMETIC.—1. $\frac{7}{8}$ of $\frac{5}{9} = \frac{35}{72}$. $9\frac{13}{18} = \frac{175}{18}$. If $\frac{35}{72} = \frac{175}{18}$, $\frac{1}{72} = \frac{1}{36}$ of $\frac{175}{18}$, or $\frac{5}{18}$. $\frac{72}{72} = 72 \times \frac{5}{18}$, or 20. Ans. 20.

2. $.0512 \div .032 = 1.6$. $1.6 + .005 = 1.605$. Ans. 1.605.

3. $46 \times 27 \times 2\frac{1}{3} \times 27$ bricks = 78246.

4. $\frac{1}{2}$ in. $\times \frac{1}{1760}$ yds. = $\frac{1}{2200}$, or .00045+.

5. $750(\text{yd.}) \times \$1.75 = \1312.50 , cost of carpet.

$2\frac{1}{4}\%$ of $\$1312.50 = \29.53125 , commission.

$\frac{1}{4}\%$ of $(\$1312.50 + \$29.53125) = \$3.3550$, cost of draft.

$\$1312.50$, cost of carpet, + $\$29.531$ +, com., + $\$12.50$, freight, = $\$1357.886$ +. Ans.

6. $\$800 \times .10 \times 2\frac{1}{2}$ yr. = $\$20$. $\$90 \div \$20 = 4\frac{1}{2} \times 1\% = 4\frac{1}{2}\%$. Ans.

7. $\frac{1}{3}$ of 2 A = $\frac{2}{3}$ A, A's day's work.
 $\frac{1}{6}$ of 5 A = $\frac{5}{6}$ A, B's day's work.
 $\frac{2}{3}$ A + $\frac{5}{6}$ A = $1\frac{1}{2}$ A. $9 \text{ A} \div 1\frac{1}{2} \text{ A} = 6 \text{ days. Ans.}$
8. L. C. M. of 250, 350, 525 = 5250. $5250 \div 25 = 210$. Ans.
9. $\frac{45}{8} + \frac{3}{2} = \frac{135}{8}$. $\frac{6}{5} \times \frac{5}{9} \times \frac{3}{31} = \frac{2}{31}$. $\frac{135}{8} \times \frac{2}{31} = \frac{45}{4}$. $\frac{2}{5} \times \frac{3}{2} \times \frac{37}{9} \times \frac{8}{111} \times \frac{3}{16} = \frac{37}{110}$. $\frac{45}{4} + \frac{37}{110} = \frac{2323287}{17760}$, or $130\frac{4487}{80}$. Ans.
10. $\sqrt{39^2 + 52^2} = 65 \text{ feet.}$

GEMS OF THOUGHT.

RULES FOR THE JOURNEY OF LIFE.

Never ridicule sacred things, or what others may esteem as such, however absurd they may appear to you.

Never show levity when people are engaged in worship.

Never resent a supposed injury till you know the views and motives of the author of it, and on no occasion relate it.

Always take the part of an absent person, who is censured in company, so far as truth and propriety will allow.

Never think worse of another on account of his differing from you on political and religious subjects.

Do not affect to be witty, or to jest so as to hurt the feelings of another.

Say as little as possible of yourself and those who are near you.

Aim at cheerfulness without levity.

Never court the favor of the rich by flattering their vanities or their riches.

Speak with calmness and deliberation on all occasions, especially of circumstances which tend to irritate.

Frequently review your conduct and note your feelings.

Like the kingdom of heaven, the fountain of youth is within us;

If we seek it elsewhere, old shall we grow in the search.—*Dryden*.

A man's own good breeding is the best security against other people's ill manners.—*Chesterfield*.

The first ingredient in conversation is *truth*; the second is *good sense*; the third *good humor*; and the fourth *wit*.—*Sir Wm. Temple*.

We are always much better pleased to see those whom we have obliged, than those who have obliged us.

As charity covers a multitude of sins before God, so does politeness before men.—*Greville*.

Acts, looks, words, steps, form the alphabet by which you may spell characters.—*Lavater*.

What I spent, I had; what I left, I lost; what I gave, I have.—*Old Epitaph*.

Men resemble the gods in nothing so much as in doing good to their fellow creatures.—*Cicero*.

If men wish to be held in esteem, they must associate with those who are estimable.

Cheerful looks make every dish a feast,
 And 'tis that crowns a welcome.

MISCELLANY.

W. J. Bowen, principal at Stockwell, will begin a "review term" March 22.

P. P. Stults, O. T. Sewell, and Miss Jaquesse will hold a summer normal at Mt. Vernon.

The Bloomer Normal will open at Mishawaka May 31, for a term of ten weeks. Z. B. Leonard, principal.

UNION CHRISTIAN COLLEGE, at Merom, Ind., is reported as doing excellent work, and is well patronized.

A normal under the direction of T. J. Shea will open at Lexington—spring term March 31, summer term June 4.

Supt. J. W. Nourse, assisted by W. F. L. Sanders and A. H. Kennedy, will open a normal May 31 and closing July 23, at Rockport.

An 8-week normal will open at New Marion, July 5, to be instructed by Phillmer Day, Chas. N. Peak, W. W. Norman, and A. R. Beach.

J. H. Ashabranner and E. B. Walker, of New Albany, will open a normal at New Philadelphia—spring term April 7 and summer term June 23d.

ST. JOSEPH CO.—Supt. Moon's report shows the schools in this county to be equal to the best. Perhaps no county in the state is better organized.

A BEARING ORANGE GROVE,—twenty car-loads,—has been transported from California to Chicago, and is now on exhibition in the Exposition building.

The annual normal term of Antioch College will open at Yellow Springs, Ohio, July 5. Prof. F. H. Tufts, formerly Supt. of schools at Aurora, Ind., is one of the instructors.

QUERY.—Please solve: "A man bought a horse for \$90.00, and sold him for \$100. He then bought the horse back again for \$95.00, and then sold him again for \$100; how much did he make in both transactions?"

It will pay every reader of this paper to send 16 cents in stamps to the Jos. Dixon Crucible Co., Jersey City, N. J., for samples of lead pencils. By mentioning this paper they will receive pencils worth double the money.

THE BARTHOLOMEW CO. teachers held a county association March 6th. The attendance was not large but the exercises were good. The county superintendent having been unexpectedly called out of the state, J. L. Rose took charge of the meeting.

THE SOUTHERN INDIANA TEACHERS' ASSOCIATION, which met at Vincennes March 25 and 26, was the largest and best session ever held. The papers were equal to those of any session of the State Association, and the interest all that could be desired. The minutes, together with some of the addresses, will hereafter appear in the Journal.

ARBOR DAY.—It is recommended that each township provide for celebrating an Arbor Day in the fall and in the spring, at such time as may be most convenient, by planting trees and shrubs about the school houses. The contributions and assistance of the patrons should be secured, and the occasion should be improved to awaken the interest of the patrons in the schools, and to increase the attendance of pupils. A Friday afternoon may properly be devoted to this work, and November 13th and April 9th are suggested as the dates for this year. Suitable literary exercises should be given by the pupils, with the naming of trees after favorite authors or persons distinguished for services to education. Much good was accomplished by the Arbor Day celebrations last year, and it seems desirable that the work should be continued. The benefits of beautifying the school grounds can not be overestimated.

THE DEPARTMENT OF SUPERINTENDENCE.

The Department of Superintendence of the National Educational Association assembled at Washington, D. C., in the last week of February. Indiana was represented by S. S. Parr and by Mr. H. M. Skinner, of the Department of Public Instruction, who read a paper on the "Growth and Benefits of Reading Circles," and participated in the general discussions. The chief topic of interest was the Blair Educational Bill, to which the superintendents generally gave their support. Congressman Willis, of Kentucky, addressed the convention, and exposed the fallacy of those who contend that the government can aid education by gifts of lands, but can not constitutionally appropriate money for the purpose. Mr. Skinner followed, supplementing Mr. Willis's speech by reviewing the history and growth of the Indiana Common School Fund, which is far greater in amount than the Congressional Township (land) Fund. This Common School Fund had for its nucleus the "Surplus Revenue" apportioned to Indiana in the general Treasury distribution under President Jackson. The State received of this Treasury money, in 1836, \$860,254.00. The Legislature the next year set apart \$573,502.96 as part of a permanent school fund. This was augmented by the State's profits on its shares in the State Bank, by the bank tax, and by other and minor sources of revenue, and to-day it amounts to nearly seven millions of dollars.

That the public schools of the State *have been* endowed by Treasury money was deemed a sufficient answer to the objection "It can not be done." Senator Blair personally expressed to the speaker his thanks for the opportune statement of this precedent in Indiana.

TEACHERS' READING CIRCLE.

The Board of Managers of the State Teachers' Reading Circle was in session March 20th, this being the first meeting of the new board. In the absence of the President, Hubert M. Skinner, Deputy Supt. of Public Instruction, called the meeting to order. Present were R. G. Boone, Joseph Carhart, Emma Mont. McRae, Mrs. R. A. Moffitt, of Rushville, Mattie C. Dennis. Reports were submitted showing the work of the Reading Circle to have been extremely satisfactory in almost every part of the state. The resignation of J. C. Macpherson was presented and referred to a committee. Mrs. McRae and Mr. Boone were appointed a Committee on Supplementary Reading. Mrs. McRae and Messrs. Boone, Skinner and Carhart, were appointed a Committee on Examination Questions. Mrs. Dennis, Mr. Carhart and Mr. Boone were appointed a Committee to Address the County Superintendents' Convention in June. Mrs. Moffitt, Mrs. McRae and Mr. Skinner were selected to constitute a permanent Committee on Finance. The apportionment of work in the institutes was referred to this committee.

A special committee, consisting of Mrs. Moffitt and Mr. Boone, was instructed to investigate the state of the Reading Circle in Jennings county, dissensions having arisen there, and take discretionary measures.

The annual election of officers was held, with the following result: R. G. Boone, President; Hubert M. Skinner, Secretary and Treasurer. Supt. W. H. Elson, of Parke county, was elected to fill the vacancy occasioned by the resignation of Mr. Macpherson till the next meeting of the State Association.

The President was instructed to represent the Reading Circle at the next meeting of the State Teachers' Association. Reports were received concerning the meeting of educators at Washington and the New Orleans Exhibition. Mrs. Dennis and Mr. Carhart were directed to consider the work and expense of the bureau.

The board then adjourned to meet again in five weeks, at which time the course of study for the ensuing year will be arranged.

D. Driscoll has just closed a successful school at Poseyville. He, with others, will open a 9-week normal April 19th. Mr. D. expects to enter the Junior class at the State University next fall.

FRENCH.—Prof. Arthur Jaillet, teacher of French in the Indianapolis high-school, thinks that many teachers would be interested in some short French exercises, and submits the following. Please translate and send the translation to Prof. Jaillet, who will select the best translation for publication in the Journal.

“Quand j'avais sept ans, dit Benjamin Franklin, mes amis, un jour de fête, remplirent mes poches de sous. J'allais directement à une Boutique où l'on vendait des jouets; mais charmé du son d'un sifflet que je vis, en chemin, dans les mains d'un autre garçon, je lui offrais tout mon argent en échange. Je revins alors chez nous, et je sifflai par toute la maison fort content de mon sifflet, mais incommodant toute la famille. Me, frères, mes sœurs et mes cousins, apprenant le marché que j'avais fait, me dirent que j'avais donné pour mon sifflet quatre fois plus qu'il ne valait. Ceci me fit penser à toutes les bonnes choses que j'aurais put acheter avec le reste de l'argent. Ils se moquèrent de moi à cause de ma sottise que j'en pleurai de dépit, et la réflexion me donna plus de chagrin que le sifflet ne m'avait donné de plaisir.

“Ceci toutefois, m'a été utile par la suite, l'impression m'en étant restée dans l'esprit: de façon que souvent, lorsque j'étais tenté d'acheter quelque chose qui ne m'était pas nécessaire, je me disais: Ne donne pas trop pour le sifflet; et j'épargnais mon argent. En observant les actions des hommes, je crois en avoir rencontré un grand nombre, un très grand nombre qui donnaient trop pour leur sifflet.”

THE WASHINGTON MONUMENT.

HISTORY.—Corner stone laid July 4, 1848; capstone laid December 6, 1884; dedicated February 21, 1885.

The Washington Memorial	555
Cathedral of Cologne (towers)	511
The Great Pyramid	486
Cathedral of Strasburg (spire)	463
Cathedral at Amiens (central spire)	422
St. Peter's at Rome (to top of dome)	405
St. Paul's Cathedral (dome)	365
Cathedral at Milan	355
The Bartholdi Statue	309
Capital at Washington (dome & stat.)	307
Chicago Board of Trade Tower	302
Lincoln Cathedral (tower)	300
Brooklyn Bridge (towers)	287
First Pres. Ch., Cin.	285
Trinity Ch. (steeple)	284
Cathedral, Cin.	254

This diagram indicates the height of a number of the highest historic

buildings as compared with the recently completed obelisk at Washington. A glance shows that the latter is, when compared with these, the tallest tower of all history.

AN EXTRACT FOR THE BOYS.

"Our matchless obelisk stands proudly before us to-day, and we hail it with the exultations of a united and glorious nation. It may or may not be proof against the cavils of critics, but nothing of human construction is proof against the casualties of time. The storms of winter must blow and beat upon it. The action of the elements must soil and discolor it. The lightnings of heaven may scar and blacken it. An earthquake may shake its foundations. Some mighty tornado or resistless cyclone may rend its massive blocks asunder and hurl huge fragments to the ground. But the character which it commemorates and illustrates is secure. It will remain unchanged and unchangeable in all its consummate purity and splendor, and will more and more command the homage of succeeding ages in all regions of the earth. God be praised, that character is ours forever!"—*Memorial address of Robert C. Winthrop, delivered at the dedication of the monument, Feb. 21, 1885.*

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

BROOKS' MENTAL SCIENCE.

Subject: "Culture of the Sensibilities."—pp. 455-472

I. TERMS TO BE STUDIED: 1. Misanthrope. 2. Zest. 3. Vulgarity *vs.* Wit. 4. Delicacy of Perception. 5. Prudential Motives 6. Resentment *vs.* Retaliation.

II. ITEMS OF PROFESSIONAL INTEREST: 1. "Moral action (especially of the young), is largely dependent upon the feelings." "Our curricula of studies are filled with branches to give activity to the intellect; what branches are given for the education of the sensibilities?" (Brooks, pp. 454, 459.)

2. Relation of Feeling to Thought: "In education it is better to inspire the heart with a noble sentiment than to teach the mind a truth of science." (Brooks, p. 456.)

3. The uses of Fable and Fiction in the culture of moral ideas.

4. The feeling of Novelty as a means of education.

5. Culture of the Patriotic Sentiment: (a) "The noblest motive is the public good."—*Virgil*. (b) "Vagabond and rogue are convertible terms."—*Southey*.

6. Relation of Over-feeding to Intemperance.

7. Desire of Esteem as a motive to right action.

III. SPECIAL REFERENCES: 1. Read the history of Michael Angelo and the Sistine Chapel. (See any standard general encyclopedia.) 2. What historical fact concerning the Normans is referred to on page 457?

IV. SUMMARIES: 1. The Principles of the Culture of the Sensibilities. 2. The Instinctive Emotions. 3. The Egoistic (rational) Emotions. 4. Æsthetic Emotions. 5. The Ethical Emotions. 6. The Benevolent Affections. 7. The Rational Desires.

The making of these summaries is of the first importance to readers. Tie the month's scattered readings together in a half dozen well considered statements, and they have been to some purpose.

R. G. BOONE.

—:o:—

ENGLISH LITERATURE.

Smith's Outlines — Pages 311 - 348.

FRANCIS BACON:—(a) Social facts in England at the time of Bacon's birth: Astronomy was only coming to be regarded as physical; Solar spots and Jupiter's satellites had not been observed; The law of refraction of light had not been discovered; The law of gravitation had not been discovered; Magnetism and electricity had not been distinguished; Magnetic poles had not been discovered; The alchemist's notion of four elements was accepted; The circulation of the blood was not known; There had been established no posts for the carrying of mails; Much of the country was impenetrable; Cotton manufacture not found mentioned until 1641; Salt had not been discovered in a mineral state; Tables had not ceased to be supported by trestles.

(b) Bacon's Influence: Living at a time when a spirit of inquiry was beginning to manifest itself; Bacon's mission was to teach a method of study; He was not a scientist, but a teacher of scientists; He disdainfully denied the truth of the system of Copernicus; His acquaintance with natural phenomena was limited, but he was able to give direction to the better eyes of others; He was the product of his age and was able to give voice to its needs; He insisted that knowledge should bear fruit—should give practical results—there must be a conquest of nature.

It was said by Lord Macaulay that Bacon's "Instauratio Magna" had not directly influenced the many, but that it had reached the few minds which have moved the world. Through his Essays he has taught directly a much larger number.

(c) Bacon's Style: His works were either written originally in Latin, or translated, afterward, into that language, it is said, because he feared to trust his thought to the ever-changing English. He is one of the principal figures in English prose. Bacon's friend, Sir Tobie Mathews, thus describes his style: "A man so rare in knowledge, of so many several kinds, induced with the facility and felicity of expressing it all in so elegant, significant, so abundant, and yet so choice and ravishing a way of words, of metaphors, of allusions, as perhaps the world hath not seen since it was a world."

EMMA MONT. MCRAE.

GENERAL HISTORY.

Barnes' General History——Pages 467-506.

First Week.—1. Commerce in the Tudor era. (Elizabeth chartered the East India Company in 1600.) 2. Nine great Italian painters. 3. English learning. Royal education. 4. The Elizabethan age of literature. 5. The great scientists of Europe. 6. The form and characteristics of Elizabethan mansions. The furniture. 7. Dress. Table furnishings and etiquette. 8. Street scenes. Sunday observances. Christmas, All Hallows, and May Day. 9. German country life. 10. The German student. Platter's experience.

Second Week.—1. The son-in-law and daughter of James I of England grasp at a throne in Germany and lose all. (Sophia, daughter of the wretched "Queen" Elizabeth of Bohemia, would have been Queen of England had she lived until 1713.) 2. The Snow King comes to the rescue of the Protestants. Wallenstein and Tilly. Lutzen field. 3. The Catholic Powers oppose each other. The Peace of Westphalia. The decay of Germany.

Third Week.—1. Louis XIII (composed the popular air Amaryllis). His mother and Richelieu. 2. The fall of Rochelle, and the unexpected clemency of the government. Why did Richelieu aid the German Protestants? Conde and Turenne. 3. The Froude (sling)—a rebellion laughed down. 4. The "Grand Monarque" absolute. 5. The Edict of Nantes revoked. Horrible consequences. 6. The wars in Flanders (Belgium) and Holland. The Dutch nephew and son-in-law of James II defends the Low Countries. 7. John Sobieski saves central Europe from the Turks. (A constellation in the heavens is named, in his honor, Sobieski's Shield.) 8. Louis attempts to replace James II on the English throne, and to uphold Philip on the Spanish throne. 9. The Dutchman, now in England (having driven out his uncle and father-in-law—James II) maintains himself on the English throne, but is unable to overthrow Philip. King William's war in America. 10. The end of the conflict.

Fourth Week.—1. The character of James I. His high pretensions. 2. The Gunpowder Plot. 3. Parliamentary troubles. England sinks to a second rate power, but human liberty is the gainer from the pusillanimity of her kings. 4. King Charles I tries ruling without a Parliament. Thorough. 5. The Star Chamber (a court in which there was no trial by jury). 6. How money was raised without Parliament. 7. The result of attempting to force a liturgy upon the Scotch. 8. The Long Parliament. Hampden and Pym. 9. Cromwell and his singular army. Pride's Purge. The Rump. Barebone's Parliament. 10. War in Ireland, Scotland, Holland, and on the Ocean. Cromwell the head of the Protestant world. 11. The rise of the Quakers.

HUBERT M. SKINNER.

P E R S O N A L .

H. H. King is principal of the schools at Hope.

M. F. Dawson directs the educational work at Hartsville.

Horace J. Ridge is having good success as principal of the Everton schools.

C. M. Carpenter, a State Normal graduate, is principal of the Bruceville schools.

E. A. Belda, of Wis., is doing good work as principal of the Brookville high school.

Several members of the State University faculty propose to do institute work and lecture this summer.

Chas. O. Dubois has closed a successful term of school at Crothersville. He will teach a review term.

The Hamilton county normal will be held at Noblesville July 12th, under the direction of the county superintendent.

Albert N. Crecraft, Supt. of the Brookville schools, has been elected Supt. of Franklin county *vice* M. A. Mess, resigned.

R. G. Boone, Supt. of the Frankfort schools, has been in ill health for more than a month past, but is now at work and gaining strength.

M. A. Mess has resigned the superintendency of the Franklin county schools, to accept a clerkship in the Adjutant General's office, War Department, Washington, D. C.

W. C. Washburne, formerly of Indiana, has just been promoted to the principalship of the 12th District School, Cincinnati. There are in his building 24 teachers. Good.

Jas. K. Beck, principal of the preparatory department of the State University, who has had not a little successful experience, will do institute work this summer if called upon.

D. E. Hunter, an old-time institute worker in Indiana, now Supt. of the schools of Terrell, Texas, will spend the summer at his old home, and will accept institute work if offered.

Prof. Geo. W. Hoss, former editor of this journal, now Professor of Elocution, Oratory and English Classics in Baker University, at Baldwin City, Kan., will open an "Institute of Elocution and Oratory" August 2d.

Chas. S. Olcott, late publisher of the *Educational Weekly*, and more recently western agent for the *Journal of Education*, of Boston, has recently accepted a more lucrative position as business manager of the Bryant Business College, Chicago. Charley has energy, perseverance and ability, and the Journal wishes him eminent success.

Mr. Elmer Henry, of Kokomo, principal of the high school, is comparatively a stranger in Peru, this being his first year. He came highly recommended and is a graduate of the State Normal. So far he has fulfilled the highest expectations of the trustees. He is a fine scholar; is young, good-looking and good-natured, hence is well liked by his pupils.—*Peru Republican*.

Geo. P. Brown, late President of the State Normal School, who has since August last been located at Topeka, Kansas, as agent for A. S. Barnes & Co., has recently changed his headquarters to Chicago. He has been meeting with unusual success, and this change of location is a promotion. Mr. Brown has consented to write an occasional article for the Journal, which we are sure will be appreciated by his many Indiana friends.

BOOK TABLE.

LITTLE MEN AND WOMEN: By D. Lothrop & Co., of Boston, is just the paper for the little people. It is beautifully illustrated.

VAN ANTWERP, BRAGG & Co. are sending out gratis some beautiful specimen pages of their Copy-Books. Also sample pages of Irish's System of Diagraming.

A CARD from the publishers of Prof. D. W. Dennis's Notes on Experimental Chemistry (Nicholson & Bro., Richmond, Ind.), informs us that the work is being rapidly introduced into the best schools. Its hundred easy experiments are just the thing to awaken an interest. Copy for examination will be sent on receipt of eleven postage stamps.

LIFE OF GENERAL GORDON: Published by T. Y. Crowell, New York,

A very succinct and worthy record of a wonderful life. The story of Gordon's eventful and dramatic career is here told clearly, graphically, and in such a manner as to interest both young and old. It is a life which seems like a story of romance. Arthur and the Round Table has no more blameless knight. He was Lancelot and Galahad, both in one. He died in the service of his country, and his admiring countrymen will cherish his memory among their brightest and tenderest recollections.

MODERN CLASSICS: Boston: Houghton, Mifflin & Co.

These convenient little pocket volumes published under the title "Modern Classics" are worthy special commendation. They are made up of selections from the ablest writers in England and America. These selections are not short fragmentary extracts, but are the master pieces of the authors, and for the most part are entire poems, essays, and stories. Thus the reader is able to gain some adequate conception of the author's style, mode of thought, and distinguishing traits.

The school edition is substantially bound in cloth at 40 cts. a volume. In this form a library of the best literature can be secured for a small sum of money.

STUDIES IN GENERAL HISTORY: By Mary D. Sheldon. Boston: D. C. Heath & Co.

The author does not claim that this book is a history, but a collection of historical materials. For students of some maturity of mind, who are so situated as to have ready access to a good library, this method of study will doubtless prove very satisfactory. The bare outline of facts is here given with abundant references to the leading authorities. Selections from the great writings of different periods furnish a key to the thought of the time; while suggestive questions stimulate the reflection and judgment by which just estimates of the character and influence of customs, laws and events may be formed.

The work is illustrated by clear pictures showing the style of architecture of different periods and the great works of ancient art.

NICHOL'S BOOK-KEEPING AND COMMERCIAL LAW: By B. E. Nichols, Ann Arbor, Mich.

This is a revision and enlargement of the author's old text-book, in use for several years past. A brief course in commercial law, concisely put, has been introduced. The work is divided into three courses, each complete in itself, or the whole book may be taken; the first course requiring three months, the second six months, and the whole nine months.

There is no mere copying to be done by the pupil. The history of the transactions and final results are given and the pupil left to himself to work out these results. Sets are given to illustrate the comparative amount of work in keeping double and single entry books, and also to illustrate devices for saving labor in posting, keeping special accounts, etc. Blank books and commercial paper are put up to accompany the text when desired. 224 pages, retail \$1.20.

BUSINESS NOTICES.

THE WESTERN SUMMER SCHOOL OF PRIMARY METHODS.—Will hold its sessions at Grand Rapids, Mich. Six Departments with superior Teachers. Model Kindergarten and Primary School for observation. Send for circulars to W. N. Hailman, La Porte, Ind. 2 6t

NORMAL.—Pedagogical Institute and Commercial College, Hope, Bartholomew County, Indiana. Spring Term will open March 30th. If you desire to attend a Live, Practical, Economical School, write at once for our new Catalogue and Descriptive Circular. Address J. F. W. Gatch, Principal.

SOLID SLATE BLACKBOARDS.—No imitation. The Best in the World. Up to the times. Neat, Elegant, Cheap. Lasts forever. Any size, $\frac{1}{2}$ or $\frac{3}{4}$ -inch thick. Tile, Roofing Slate, and other Slate Goods for sale. Write.

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CURRENT EVENTS.—Do you wish to try a good weekly newspaper in your school? For \$2.00 Twenty copies of *THE WEEK'S CURRENT* will be sent to one address, for any Ten weeks, ending by or before June 14, 1886. Or any order amounting to \$2.00 or more (not less) will be filled on the same terms. Remit with the order.

If you want some good Supplementary Reading for your lower grades to close the year, enclose 50 cts. telling the grade and number in your class and you will receive more and better matter than you can get in any other form for the money.

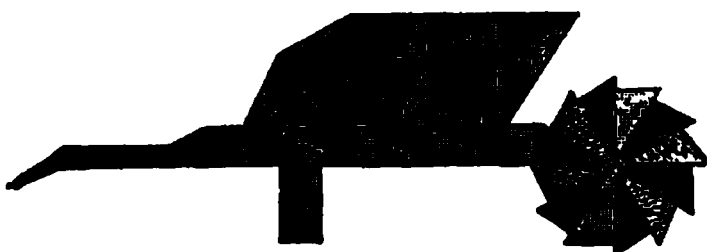
Address, E. O. VAILE, Ed. and Pub. "Intelligence," "Week's Current," etc., Oak Park, (Chicago), Ill. 3-2t

PHYSIOLOGY OUTLINED.—Teaching Physiology is usually attended with much discouragement on the part of both pupil and teacher. Those seeking better methods will be glad to learn that The Normal Book Concern, of Ladoga, Ind., announces the publication of a little book which must necessarily prove of great service to all who teach or study physiology. It comes under the title, *Physiology Outlined*, by J. F. Warfel, teacher of Natural Sciences in the Central Indiana Normal School, Ladoga, Ind. It is a complete and scientific topical outline of the subject. It is the third in a series of similar books, following *United States History Outlined* and *Civil Government Outlined*, which have passed through several editions and become very popular all over the country. The History and Physiology are issued in paper at 15 cts.; in cloth, 25 cts.; Civil Government, 10 cts.

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METHODS IN GEOGRAPHY.

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VERY much has been lately written upon the subject of matter and method in Geography. Articles, many in the educational papers and magazines, and four or five valuable little books upon this subject have recently appeared, indicating that Geography teaching occupies to a large degree the educational thought of the last few years.

It would be impossible to say much that is new on so worn a theme, or to say much upon the theme without repeating what is in the thought of every one who is well read in current educational literature.

I hope, however, that my paper will not deserve the jest: It contained some things new and some things good; but the new things were not good nor the good things new.

Geography is studied because of the broadening influence it has upon the mind, because it furnishes an excellent culture to the imagination, because it affords a necessary basis for a study of history and the present life of mankind, because it is essential to the reader, the trader, and the traveler.

I have mentioned these purposes of its study in the order of importance, the greatest first; but oftentimes this order is reversed: and the last or one smaller still, to pass grade and complete a course, so occupy the vision of the pupil and teacher that the great reasons for its study are wholly lost sight of.

Besides this error in the fundamental conception of why we

study Geography are several others that mostly come under the head of errors in methods: One is treating the subject too narrowly, as though geography were mere topography. I have known many schools where to bound the countries, give the largest cities and their population, to name numerous products for each territorial division, to describe the windings of the rivers and such like work was the sum total of geographical study.

A second mistake has been to make the study an appeal to memory entirely, neglecting those efforts of the reasoning powers and the imagination for which the subject affords such admirable opportunities.

Furthermore, Geography has not been put into its connections with other studies, with history, meteorology, astronomy. Mankind with all their varied interests, commercial, industrial, educational, have been forgotten in a search after the sources of rivers and indentations in coast lines. Cities and countries bring no more thought of the life and interests of people than do oceans and volcanos. Map drawing is either neglected or made so elaborate as to occupy unduly the child's effort. The globe has little place in instruction, or if brought out is used to teach that the world is round, and the wall-map has been elevated to undue prominence. The pupil has not been led from the known to the kindred unknown in such a way as to enlarge the area of the known, but has been led to locating places here and there in a terra incognita. Without coherence or substantiality these places have soon sunk out of sight.

There are two courses in the study of Geography in schools. These might be subdivided and extended into several, but two will suffice our attention at present. The first is oral and preparatory; the second the course proper with the globe,—also oral—maps and text-books. There is no special difference of opinion as to what should be the preparatory course. All agree that it should give such concepts of place, direction, distance, form, points of compass, the various forms of land and water, climate, life,—vegetable, mineral, and human,—of the construction and use of maps, charts and pictures as representations of the facts of the earth's surface and man's existence thereon, as shall be both valuable in themselves and fundamental to further study.

This instruction appeals first to the child's senses, and next to his imagination. It must of necessity be oral. It takes the first experiences of the child which constitutes his present knowledge and enlarges them by directing attention anew to things with which he is familiar but has not considered, adds new experiences, and brings the child to see those resemblances and differences in these precepts which develop the general and basal notions of Geography. To do this thoroughly well is a task requiring much preparation and great skill on the part of the teacher.

From this point (not to mention those who begin here without this preparatory course thus briefly set forth, and I omit these that I may preserve my temper unruffled)—from this point, four paths diverge through the fields, or wilds as the case may be, of Geography: One begins where the book begins and goes straight on from Maine to California; another begins with the child's home and circling thence in increasing spirals takes in the county, the state, the neighboring states, and so on, stopping at length in Oceanica, at which antipodal region the former course likewise ended; a third course begins, not with the home working outward, but with the *world as a whole*, represented by the globe. This is the first geographical unit in the regular course of instruction. Smaller units: the continents, the oceans, the grand divisions, the islands, the countries, the states, the cities are studied in a descending scale from the general to the particular. A fourth course, very popular in some quarters, is a combination of the second and third. The pupil begins at the school, and then as before studies things adjacent to his home or to the region of his former studies, until he has traversed an enlarged circle embracing perhaps the state, perhaps the section of the United States in which the pupil's state lies. Then he stops in his course synthetic and taking the world as a whole as his unit for study, proceeds thereafter by analysis as in the third course.

Of these courses that which begins directly with the world as a whole seems to me the most logical and convenient.

The average child, and courses of study are made for average pupils, knows very little at the age at which he begins the study of geography of the state in which he lives, or even of the city

outside his own walks. He knows as much of London as of Burrillville, and it can be made more interesting to him. One is as near to his thoughts as the other. It seems to me that the world as a whole is an easier unit for the comprehension of the child than is New England or North America. A child has a better conception of a horse than he has of a horse's hoof, and can more adequately describe the former than the latter.

But chiefly I favor beginning with the world as a whole because the relation which each part bears to the other parts can thus be more readily appreciated. The facts which are learned as true about *each* grand division are true in addition to all the common facts that were learned of them as parts of the greater unit. The pupil's knowledge becomes by this process increasingly definite and minute, which is the natural result of the movement by analysis. He has not to learn the same fact several times over in connection with each of the objects of which it is true, as would be needful if he first learned each of the parts which make up the greater whole. For example, if he learns about each state that raises cotton before he has learned of the existence and location of the cotton producing section of the United States, he has to memorize this fact independently for each of these states. If he had first learned the location of this cotton growing section, the fact as to any particular state raising cotton would be an inference of the readiest kind.

It seems to me best, therefore, to put the globe first into the pupil's hands, and not a book nor a map.

The steps then seem to be these:—

1. Such preparatory instruction as shall fix essential bases of geographical knowledge in the mind.
2. An oral course with the globe.
3. A reading course designed to cultivate the imagination and powers of expression and give general views of the world.
4. A course which I have designated the map drawing course, in which, again beginning with the world as a whole, the special effort is to fix geographical facts in the mind. To many teachers this is all the course there is, and the danger of making it relatively too prominent is very great.

5. A review course in which, commencing a fourth time with the world as a whole, the effort is to trace causes and consequences, resemblances and contrasts in such a unity in variety as to make the study broad and liberalizing.

Returning now to consider the course following the preparatory one, of which I need not further speak—Let the globe be studied carefully so that the pupil can point out and tell the location of each ocean and continent with reference to the other bodies of land and water. Let the pupil learn half a dozen of the more important islands, the leading range of mountains in each grand division, three or four rivers, a cape or two, as many peninsulas, ten or twelve countries that he will find oftenest mentioned in his reading. Let him know where the curious people are found and something about them, and the remarkable animals in the different parts of the world. Teach him where some of the most important vegetables are grown, and two or three mining regions. He should know which the hot regions of the world are, the temperate and the cold, with the general character of the vegetable and animal life found in each.

All this should be taught him orally with the use of the globe, but not a map, so that he may form the image of these countries in their true relative positions. When this has been made as familiar to him as his alphabet he has a basis on which to build, he can proceed understandingly to read books, use maps, and get information for himself.

Now for the books. If he is the boy he ought to be and has been taught as I would wish him to be, he will devour the right books greedily. Perhaps it is time to say that I am setting forth the course we follow and design to follow in this city. If, therefore, I name certain books it is done for definiteness and as a report of what we are doing, and not as an advertisement of these books.

Having reached the text-book stage the pupils take Miss Hall's "Our World" and read a portion of it carefully. This is a reading lesson and not a geographical lesson so far as the manner of conducting it goes. It is hoped the pupils will understand it and carry away some knowledge of geography from the reading, but still we emphasize the thought that no more effort is to be put

upon it than ought to be put upon an interesting lesson in the Third Reader.

When the treatment of a particular topic is concluded in "Our World" the same topic is found in Scribner's Geographical Reader and then read. This is a second reading so far as the thought is concerned, though a first as to language. Pupils are questioned carefully upon it as upon any reading lesson. This, again, is reading of a character a little more difficult, but still a lesson to be read and not memorized.

The same subject is then found in Warren's Primary Geography and again read with careful questioning. At all the readings every place is carefully looked out upon the map found in the book.

By these three readings of language entirely different, but of subject-matter practically much the same, the thought is three times obtained, each time clothed in a different form of words. The thought, too, is viewed each time from a different standpoint, and hence more completely discerned; and what I consider of chief importance, it stands in the pupil's mind unconnected with a special set of words and ready to be uttered by him in such phraseology as his own vocabulary will permit.

This course of geographical reading will continue until all of each of these books has been carefully read, the maps in each studied, and the whole talked over in class, or, if you prefer the phrase, recited by the pupils. This work in its order will follow the course from the general to the particular, heretofore mentioned. It will occupy about two years and one-half of time, and as to extent will be, except in the United States and Europe, as full as is important for the average pupil.

A fuller course upon a different plan will now be in order. Taking the "Common School Geography" the order of study will be:—

1. The world as a whole.
2. North America as a whole.
3. The United States as a whole.
4. The several sections of the United States as wholes.

Suitable lists of topics are prepared and furnished the pupils for the study of these several divisions. In the study of the

“sections” the topics will include a study of the several states only so far as they differ in points worthy of note from the rest of the section in which they stand. An exception to this is made in the New England States, of which Rhode Island, Massachusetts, and Connecticut receive separate and extended treatment. In each grand division a few countries only are selected for separate or full study, and of the others only the special characteristics, some noteworthy points to be treated in a few sentences, are considered.

The following are the topics for the study of a grand division:—

TOPICS FOR COUNTRIES.	TOPICS FOR GRAND DIVISIONS.
1. Location and Extent.	1. Location and Extent.
2. Boundary.	2. Outline.
3. Surface.	<i>a.</i> Projections.
4. Lakes and Rivers.	<i>b.</i> Indentations.
5. Climate.	<i>c.</i> Islands.
6. Products.	3. Surface.
<i>a.</i> Mineral.	4. Inland Waters.
<i>b.</i> Vegetable.	5. Divisions.
<i>c.</i> Manufactured.	<i>a.</i> Natural.
7. Commerce.	<i>b.</i> Political.
<i>a.</i> What { Exports.	6. Climate.
Imports.	7. Products.
<i>b.</i> With whom.	<i>a.</i> Mineral.
8. Capital and Chief Cities.	<i>b.</i> Vegetable.
9. People.	<i>c.</i> Animal.
<i>a.</i> Race.	8. Commerce.
<i>b.</i> Manners and Customs.	9. Cities.
<i>c.</i> Religion.	10. People.
<i>d.</i> Education.	<i>a.</i> Races.
<i>e.</i> Government.	<i>b.</i> Occupations.
10. Resemblances and Contrasts.	<i>c.</i> Manners, Customs.
	<i>d.</i> Religion.
	<i>e.</i> Education.
	11. Resemblances & Contr's.

No doubt others would make other and probably better lists than these, but these answer our purpose. If a teacher wishes in a particular division to give more prominence than usual to

one of these topics, she can readily do this by extending it by sub-topics, directing attention to the points to be noted.

The study of the pupil should be partly in class and partly by himself. With younger classes more time of the recitation should be spent in the preparation of the next day's lesson. This preparation should include with most pupils the pronunciation and spelling of all new names. You may say, "Let the pupil look these up by himself in the glossary"; but he will not always do it, and will study calling the word something that will echo in his mind to his future embarrassment. Even if you pronounce to the class the new names they will have sufficient use for the pronouncing vocabulary in looking up the words which they forget the pronunciation of.

What is to be included in the next lesson should be made very clear, and perhaps gone over with the children before the class is dismissed. The map is to be carefully studied. It is the map that we want fixed in the child's mind, not the description text. Hence map drawing which directs attention to the form and location of the subjects studied should receive great attention during this second study of the Earth. The map drawing controls the order of study. We begin the study of France by drawing a map of France, first the outline, then the mountains, next the lakes and rivers, and so on. The description of France is made up by the pupils as the map drawing progresses. What he draws he describes, not by repeating some lines from the book, but by telling in a straight forward way what he sees in the map he makes. When this process has been carried as far as the pupil can carry it, the teacher goes further with it by asking for facts that are stated in the description text but can be inferred from the map. Next the text is examined for items that can be added to the map or placed readily within its outline. The products can be readily named upon the map. Important cities can be located, highlands and lowlands properly shaded, routes of commerce marked, seaports indicated, colleges can have their places, and many similar facts can be represented to the eye by successive maps.

Map drawing is the one all-important exercise by which the

larger portion of geographical facts are impressed upon the mind. It is usual to declaim against memorizing maps. It is said rather that by an exercise of the imagination the pupil is to form mental pictures of the various lands he studies, to see in his mind's eye flowing rivers enlarged by tributaries and spanned by bridges or whitened by sails, on their banks smiling agriculture and busy cities with throngs of people with homes and schools. Thus all is to be made real, and when we speak of Arabia the Arabs with long beards, flowing robes, some mounted on fleet horses, others borne by patient, ungainly, long-striding camels, the tents of the deserts, the minarets of the cities, all are to rise in mind to form part of the panorama or cyclorama brought into vision by this magic word.

This is very beautiful. It comes near the beginning of the work in the reading course I have hereinbefore described; it comes at the end as a culture of the constructive imagination and a synthesis, and making real and vivid the sum total of our acquisitions; but somewhere in between, about where we are now, I think comes the map studying stage, where the great work is to impress upon the mind the map.

Hence Europe is pictured not as a land of mountains, plains, and rivers, no castled Rhine or glacier-crowned Alps now come to our vision, but a space so many inches long and wide, with an irregular outlined space in the center called Europe. Black lines curving in and out across the lower part of the map show us the contour of France, Italy, the Adriatic, Greece, Turkey, the Black Sea. Crooked lines growing heavier toward the borders of this outline stand for rivers, and we name these lines Danube, Rhone, Po. Do not be afraid of these lines. We study these lines as the astronomer does a photograph of the sun in eclipse, and learn much faster and more easily many things than we would by actually sailing along their shores. Were we in a steamer on the Rhine we would want spread out before us a panoramic chart of the river in order well to see the very things before our eyes. A draughtsman would rather, for many purposes, see a plan of a building than to walk over the building itself. We want both these images: one formed by the imagi

nation from descriptions, the other stamped upon the visual memory by patient looking, intelligent work upon the map or chart.

I said not long ago to one of the most intelligent men I have ever met, "Let me examine you in geography. Which way is Berlin from Paris?" He gave me the direction. "Now," said I, "did my question call up these places to your mind as cities occupying space, having dimensions of length and breadth?" "No," said he, "I thought of them only as points, and considered the direction of one from the other." In short, for the purpose of his answer they were dots on a map. Now, I believe this is right mental action, and that the ability to recall these dots in their proper position on the map is one worth gaining.

Let us then by all the means in our power while our pupils are taking their second study of the grand divisions and countries of the world, impress maps upon their minds. By many artful questions as the map lies before the pupil lead him to see it. Give him the outline cut in stiff paper and let him trace it on his slate or other paper. Let him draw upon the slate, upon the board, from the map, from the memory, with diagrams, without diagrams, every part of the world he studies.

A map of Europe in outline might be put before the pupil and he required to insert the interior features and divisions. An outline map containing the rivers only might be given him and he required to insert the mountains and the cities.

This is a common practice in German schools, and brings the pupil to know the relation of mountains and rivers. So many maps implies off-hand drawing, not maps elaborately finished, nor maps with marginal adornments.

Of the moulding board I can not speak so warmly. I think it useful, particularly with young pupils, but by no means so important as its advocates usually affirm. There is a tendency to make the use of sand and clay the badge of the followers of the new education. I have no fault to find with these things rightly managed. Indeed, I advocate their use myself; but there is great danger of wasting time with them.

[*Concluded next month.*]

THE MERCHANT OF VENICE.

MATTIE CURL DENNIS.

"We must be free or die, who speak the tongue
Which Shakespeare spake; the faith and morals hold
Which Milton held; in everything we are sprung
Of earth's first blood, have titles manifold." [Wordsworth.]

It has been said that a man's whole character is probably written in his thumb nail did we but have the fineness of perception requisite to read it there; so also a man's leading traits of character are doubtless contained in any one deliberate sentence that he utters had we but the acuteness to observe it.

Shakespeare, perhaps, more than any other man either of the past or present, was competent to center the whole spirit of humanity into one artistic effort; hence, one who really *knows* one of his masterpieces not only knows Shakespeare in a large sense, but he comprehends much of the philosophy of human life and of the motives which give bent and force to the human character. In no other play, perhaps, more than in the "Merchant of Venice" are *all* these varied elements more artistically or more truthfully exemplified; here we see human nature in multitudinous form and combination, and see it too under circumstances which tend to develop its most pleasant as well as its most awful features; here we have passion in its sunniest and stormiest aspects, love, friendship, envy, hatred, malice, despair, and revenge, each depicted in a degree competent to make a host of angels, fiends and demons, and still have material left to produce ordinary men and women enough to satisfy the demands of common genius in the production of a play.

Critics generally accede that the Merchant of Venice is Shakespeare's most perfect piece of art; perhaps nothing else that he has written, unless it be his tragedies, has been read so generally or with so much general interest as this. "While it rises to the dignity of a most impassioned tragedy, its close is as happy as its execution is masterly."

The interest of the play really centers in Shylock and Portia, though there is something in the sad serenity of Antonio that attracts those who love that half-revealed beauty of character and life which is suggestive of much that is nobler and gentler and

even sadder which is unrevealed to the "common multitude," but which the higher imagination fills out into an harmonious and beautiful life and gladdens though it saddens the world.

If it were not for Antonio's manifestation of the Christian's dislike for the Jew, his character would be so perfect that he would be spoiled for even an ideal man, but Shakespeare understood his material and with "imagination all compact" he made a real man, one that a woman might love.

But sea and earth and sky combined could scarcely have produced a stronger or, in some respects, a grander character than that of Shylock. But, in Shylock we have a man trained through the persecution and intolerance of generations, to resent with bitterness any approach of the christian, while on the other hand the christian had been taught to look upon the Jew as despised of God, and hence, fit subject for christian abuse and antipathy. Shakespeare better than any other man of his age understood the relation existing between the two parties, and while he did much to soften this asperity, and to inculcate more humane and really christian views in regard to the relation that should exist and does now exist between the christian and the Jew, he at the same time understood the feeling that existed between the parties, and also the cause of it so much better than the parties themselves understood it that it enables him to carry the sympathies of his readers for each, and while we sympathize with the gentle Antonio we do not fail to pity the humiliated, malignant Shylock.

Shylock is an illustrious example of a man in whom a long train of abuses have suppressed all the finer feelings of the sensibilities and have left simply intellect and will strong and insubordinate; two objects of passion are still left with him,—love of money and hatred of the christian. All this as we have said is the result of circumstance. Himself and his people objects of scorn and derision, subjected to insult that he dare not resent, overwhelmed with enemies whom he was, at once, too proud to patronize and too weak to resist, without any social life among them, no business life but that which money was competent to secure, his better, nobler self had developed into desire for revenge: under such circumstances all his better impulses instead

of blossoming into beauty, petrified into selfishness,—a natural result of all intolerance where an individual or a people have not *power to resist* the intolerance. This is the real difficulty with Ireland to-day, and ovations and anniversaries for the Queen are not what will satisfy either the Irish or the thinking Englishman.

Shylock rendered proud, selfish and stubborn by oppression, of course became more faithless and resentful toward the ideas which caused his oppression, and was strengthened and confirmed in the principles for which he suffered. Hudson says Shylock's very language seems to have been circumcised and to have gone to school to the synagogue.

But Portia, how much might be truly said in praise of her excellencies: intelligent like a *man* she loves exactly like a woman; purely *domestic* in her nature she is at the same time a poet and a philosopher, and you will allow me that some men are of the opinion that these three traits are rarely combined in one woman. Shakespeare deserves the everlasting gratitude of women for putting into the beautiful character of Portia the fact, that intellect and intelligence of themselves do not unfit woman for the very highest enjoyment of domestic life; for, as Mrs. Jameson says, an artist is not obliged to create a man when he has created an intelligent woman, but she also implies that Shakespeare is the only artist that has ever been competent to succeed in this, that generally when an artist gives a woman mind he gives her the other manly attributes. But everyone knows that Portia is a woman; that she only aspires to be a noble, virtuous, loving wife; that she in every word she utters, shows that while she possesses that regality of soul that makes her "queen of herself," yet at the same time she acknowledges what every true woman must, and should be proud in doing, that her world is *love* and *home*, and that whatever she may do or say, that it is all for the purpose of winning and making happy some noble man. She will undergo any sacrifice, subject herself even to humiliation, and if needs be chagrin and seeming defeat; she will do anything that a true woman may do, and do it well, not that she may shine as poet, lawyer, or philosopher, though Portia did succeed in all

these even, but that she may prove her devotion to the man she loves. See how jealous she is of Bassanio's honor as, in earnest, she bids Shylock "take thrice the money and bid me tear the bond;" though armed with the lawyer's quibble from Bellario, yet she would rather pay many times the sum than see her husband in any sense humiliated; and after her victory in the courtroom how gladly she hastens home, *there* to receive the only praise she cares for, from the only one whose praise or censure can ever really make or mar her happiness. The world will ever praise Portia's beautiful speeches in the trial scene; but *her* happiness rested on what her husband thought of her success; and there it must forever rest, not for Portia only, but for every true woman. How much these words portray the genuine woman:

"You see me Lord Bassanio, where I stand,
Such as I am; though, for myself alone,
I would not be ambitious in my wish,
To wish myself much better; yet, for *you*,
I would be trebled twenty times myself;
A thousand times more fair, ten thousand times more rich;
That only to stand high on your account
I might in virtues, beauties, livings, friends, exceed account."

Then, as if to prove that a household *may* exist with *undivided interests*, she says,—

"But now I was lord
Of this fair mansion, master of my servants,
Queen o'er myself; and, even now, but now,
This house, these servants, and this same myself,
Are yours, my lord; I give them with this ring."

It is true some of her masterly strokes in the trial scene are evidently premeditated, but sterner lawyers have premeditated weaker speeches. It is in the trial that Portia discovers to us the real vigor and intense purity of her character; here that we see her keen perception of human nature, her high religious sentiment, her real nobleness of character, her exquisite sympathies, her accurate judgment, her strong sense of justice, and her love of mercy. Possessed of that modest, yet conscious knowledge of her own ability, which is always necessary to the highest success in any cause, she presented herself for the defense of Antonio, and when by honest, intelligent effort she succeeds, she would be less than woman had not the lights from her beautiful home shone with unwonted brilliancy on her return.

"How far that little candle throws his beams!
So shines a good deed in a naughty world."

There is at least one other element in Portia's character which is well worthy of notice, and this is her hopeful trustfulness, her buoyancy of spirit. This of itself is an element of greatness in character; the noblest minds can not harbor distrust, and the instances in literature and real life are rare where any woman of high intellectual capacity has failed to possess this noble element of trustfulness, confidence in human nature and belief in its ultimate triumph.

Jessica, "a most beautiful pagan—a most sweet Jew," is an interesting type of oriental beauty. For some other artist than Shakespeare, and for some other play she would make an interesting heroine.

"A substitute shines brightly as a *queen*
Until a *queen* be by."

When we listen to Jessica in the celebrated moonlight scene we no longer wonder that Lorenzo has fallen in love with the artless beauty, but feel half inclined to do the same thing ourselves. She manifests magnanimity of heart and mind toward the superior strength of Portia's attainments, of which little souls are incompetent; and if we were not just a little afraid of her extraction we would all be inclined to adopt her at once. It was a stroke of genius to introduce her and Lorenzo into the play, because it helps us to even our minds down from the tragic heights to which the Jew has carried us; and it also serves to give us one more strong look into the character of Shylock. "I would my daughter were dead at my foot and the jewels in her ear!—would she were hearsed at my foot and the ducats in her coffin!"

Shakespeare's descriptive powers have reached their summit in the scene between Antonio and his friends discoursing upon his ventures abroad, and the conflicting passions of human life seem all to have attained the mastery where Tubal one moment sends a thunderbolt at Shylock with the account of his daughter, and at the next feeds his hope of revenge with the account of Antonio's losses at sea. But we can only appreciate these ideal characters and understand their relation to real life, by patient, persistent study of them. This play really mastered would give

us a Shakespearean education, but after we have spent weeks and months on it, it is almost discouraging to feel that we have only touched its edges.

INTERESTING FACTS OF EARLY AMERICAN HISTORY.

E. E. SMITH, PURDUE UNIVERSITY.

A CASUAL inspection of several volumes of "The American Museum," a magazine printed in Philadelphia during the years 1788-91, disclosed a number of facts with regard to our early history that may not be uninteresting.

Full tables are given of the exports from Philadelphia for half the year 1789, and from Boston for the year 1787, among which are the following: Barrels of flour, P., 192,762, B., 8,388; shingles, P., 1,607,205, B., 1,433,000; hogsheads of tobacco, P., 812, B., 351; bushels of wheat, P., 110,181, B., *none*; bu. of potatoes, P. 5,208, B. 5,016; bricks, P. 142,750, B. 518,000; hogsheads N. E. rum, P. 2180, B. 4783.

In the same number is given a table of the exports of the city and port of New York for 1788. This comes from a correspondent who feels elated that the amount was fully £1,000,000 (\$5,000,000)! Among the more important of these exports are 322,000 bushels of wheat at 8s.; 62,000 barrels of flour at 40s.; 8,700 barrels of pork at 80s.; 13,124 barrels of potashes at 120s; 65,600 lbs. ginseng at 4s.; 42,042 hogsheads flax seed at 45s.; 138 casks of furs (fox, martin, otter, mink) at 200£; 4,215,448 heading and staves at 5£; 15,134 bars of iron at 28s per C.; 42,100 barrels of bread at 30s.

There entered at the port of Philadelphia in 1788, 596 American vessels, 213 British vessels, 6 French, 10 Dutch, 17 Spanish, 3 Portuguese, 3 Swedish, 1 Danish, 2 Prussian.

In the year 1789, there arrived at the port of New York, 770 American sea vessels, 305 British, 8 Portuguese, 11 Spanish, 3 Dutch, 6 French, 5 Swedish.

According to a census taken in Massachusetts in 1784 the population was 357,511; the number of fighting men 70,648; the number of dwelling-houses 45,123; the number of barns

33,236; the distilling and sugar-houses 67; the acres of tillage land 194,935; acres of mowing land 199,612; woodland 756,103; barrels of cider which can be made yearly 191,870; iron works and furnaces 76. The population of Massachusetts in 1763 was given as 252,517.

Into the island of Jamaica between Sept. 2, 1702, and Dec. 31, 1778, there were imported from Africa 535,549 negroes, of whom 132,115 were thence exported, largely to the United States.

The population of Maryland in 1782 was, of whites, 170,688; of blacks, 83,985.

And finally, in a letter encouraging European emigration to America, appears this passage: "Schoolmasters of good capacities and fair characters may expect to meet with encouragement in the middle and southern states. They will succeed better if they confine their instruction to reading, writing, English grammar, and the sciences of number and quantity. Every township will furnish scholars enough for the maintenance of a school-master" (!)

FORMS AND METHODS IN ARITHMETIC—V.

W. F. L. SANDERS, SUPT. SCHOOLS CAMBRIDGE CITY.

74. Ex. *For what sum must a note be drawn payable in 15 days, so that when discounted at 8% the proceeds may be \$1257.25?*

INTRODUCTORY EXPLANATION.

75. The proceeds is the sum which the banker pays for the note, and is less than the face by the interest (*bank discount*) on the note for the time the note has to run. The banker pays the seller or maker of the note a sum less than the face, so that when the note becomes due and the face is paid to the banker, he will receive enough more than he gave for the note to pay him for buying it and waiting for its maturity. Any *face-of-a-note* will bear the same ratio to its *proceeds* that any *other face* will to its *proceeds*, provided the *time-to-run* and the *rate-of-discount* are the same in each instance.

76. When the *proceeds*, *time-to-run*, and *rate-of-discount* are

given to find the *face*, find the proceeds of *one dollar* for the given time and rate; now, we know that the *required face* is as many times the *face* \$1, as the *given proceeds* is times the *proceeds* of one dollar.

77. Hence, by finding the number of times the *given proceeds* contains the *proceeds of one dollar* for the given time and rate, and multiplying the face \$1 by it, we have the required face.

78. As multiplying the \$1 by the number of times does not change the *number itself*, we briefly say in this and similar examples:—

79. DIVIDE THE GIVEN PROCEEDS BY THE PROCEEDS OF ONE DOLLAR, and the result will be the face, which, discounted for the given *time* and *rate*, will produce the given *proceeds*.

80.

FORM OF WORK.

Given proceeds \div Proceeds of \$1 = Face.

Proceeds of \$1 = \$1 — b. d. of \$1.

$P \times R \times T = \text{b. d.}$

$\$1 \times \frac{8}{100} \times \frac{18}{100} = \$\frac{144}{10000}$, b. d. of \$.

$\$1 - \$\frac{144}{10000} = \$\frac{99856}{10000}$, proceeds of \$1.

$\$1257.25 \div \$\frac{99856}{10000} = 1262.299 +$.

Hence the face is \$1262.299.

DRAFTS.

Introductory Explanation.

81. In business it is often necessary for a person or firm to obtain of a bank a written order upon a bank in another place, to pay a specified sum of money to the order of a certain other person or firm.

82. Such an order is called a *bank draft*. (Such an order may be sent without using a bank; it is then an *individual* or *personal* draft.)

83. The person who obtains (buys) the order is called the *buyer*, or *remitter*.

84. The cashier of the bank that sells the draft is called the *drawer*, or *maker*. He signs the *draft*. (The signer is the *drawer*, whether it is a *bank* draft or a *personal* draft.)

85. The bank (person or firm) upon which the order is drawn

(i. e., the party that is to pay the sum of money), is called the *drawee*.

86. The person who receives the money is called the *payee*.

87. Suppose John Smith of St. Louis owes George Jones of Cincinnati \$2000. By paying into a St. Louis bank \$2000 (or thereabouts), Smith will receive from the bank a *draft* (signed by the cashier) directing a bank in Cincinnati to pay \$2000 to the order of John Smith, who takes the draft and writes on the back of it,—

“*Pay to the order of Geo. Jones.*

JOHN SMITH.”

88. Smith now remits it, by mail, to Jones, who takes it to the Cincinnati bank, and writing his own name on the back of the draft, receives the money.

89. The form of this draft may be as follows:—

FIRST NATIONAL BANK OF ST. LOUIS,

\$2000.

ST. LOUIS, MO., JAN. 16, 1886.

At sight pay to the order of John Smith Two-Thousand Dollars, value received, and charge to the account of

To the <i>Second National Bank,</i>	}	THOMAS JACKSON,
<i>Cincinnati, Ohio.</i>			Cashier.

(For what is on the back, see last of Art. 87.)

90. The above draft may be written: *At sight, pay to the order of Geo. Jones, etc.*, in which case the order and signature before placed on the back, are omitted.

91. The foregoing is called a *sight* draft, because it is to be paid immediately upon presentation to the *drawee*. Drafts made through the medium of a bank are *sight* drafts, and correspond to *demand* notes.

92. If a draft is not to be paid for some time (say 30 days) after sight or date, the form may be as follows:—

\$5000.

ST. LOUIS, MO., JAN. 15, 1886.

At thirty days' sight pay to the order of Robt. Lincoln & Co., Five-Thousand Dollars, value received, and charge to the account of

To <i>J. E. Green,</i>	}	GRAY & WILLIAMS.
<i>Boston.</i>		

93. The foregoing is not a bank draft. It may be called a

personal draft. There are three parties concerned, and they sustain the following relations to each other: Gray & Williams owe Robt. Lincoln & Co., and J. E. Green owes Gray & Williams. Gray & Williams, who reside in St. Louis, draw the draft and remit it to Robt. Lincoln & Co., who reside in Boston. As soon as it is received, they present it to J. E. Green, who also resides in Boston, for acceptance. If accepted, the drawee writes cross-wise, in red ink, on the face side of the draft,—

“*Accepted, Jan. 20, 1886,*
payable at the
Peoples' Bank,
J. E. GREEN,”

and, when paid, the indebtedness of Gray & Williams and that of J. E. Green will both be canceled to the amount of \$5000.

94. Drafts, whether sight or time, must be presented, at once, to the drawee. If it is a *bank* draft *at sight*, it will be paid upon presentation. If it is a *time* draft (see 93). All *personal* drafts, whether *sight* or *time*, are allowed three days of grace.

95. This method of making payments in distant places by means of drafts is called Exchange. It is safer and more convenient than sending the money.

96. If the amount in drafts drawn at St. Louis upon Cincinnati becomes greater than the amount drawn at Cincinnati upon St. Louis—thereby making the Cincinnati banks pay out for the St. Louis banks more than the St. Louis banks pay out for the Cincinnati banks—St. Louis will owe Cincinnati. In this case, a draft drawn at St. Louis upon Cincinnati will cost more than its face, because the St. Louis bank will have to be at the expense of sending money to the Cincinnati bank, or else be charged with interest on the balance due the Cincinnati bank.

97. Under the same conditions a draft purchased in Cincinnati upon St. Louis is obtained for less than its face, because the Cincinnati banks wish to get, at once, some of the money due them.

98. In buying drafts, if you pay more than the face, they are said to be at a *premium*; if you pay less than the face they are said to be at a *discount*.

99. The amount of premium or discount is reckoned at a certain rate per cent., generally ranging from $\frac{1}{8}\%$ to $\frac{3}{4}\%$.

100. If the amount in drafts drawn at one place keeps about equal to the amount drawn at the other, exchange is said to be at *par*, and a draft sells for its face.

101. Ex. *What is the cost of a sight draft drawn at Cincinnati on Philadelphia for \$1860, exchange being $\frac{3}{4}\%$ premium?*

102.

FORM OF WORK.

Par	1.00
Premium	$.00\frac{3}{4}$
	<hr/>
	$1.00\frac{3}{4}$

*A draft of \$1 would cost \$1.00 $\frac{3}{4}$;
a draft of \$1860 will cost 1860
times \$1.00 $\frac{3}{4}$, which is 1873.95.*

103. Ex. *If exchange is at $\frac{1}{8}\%$ discount, what is the cost of a sight draft on Chicago drawn at New Orleans for \$2250?*

104.

FORM OF WORK.

Par	1.00
Discount	$.00\frac{1}{8}$
	<hr/>
	$.99\frac{7}{8}$

*A draft of \$1 would cost \$.99 $\frac{7}{8}$;
a draft of \$2250 will cost 2250
times \$.99 $\frac{7}{8}$, which is \$2247.18 $\frac{3}{4}$.*
[To be continued.]

THE ORDINANCE OF 1787—V.

CYRUS W. HODGIN.

ITS INFLUENCES—(Continued.)

THE Ordinance of 1787 undoubtedly represented the highest, the best, and the most advanced thought of that time on the subject of free government. The people of Massachusetts had, a few years before, even previous to the close of the Revolutionary War, adopted a constitution in which the most of the best portions of the Ordinance were to be found. Dr. Cutler, therefore, as the representative of Massachusetts men, engrafted for them, into the fundamental law of the Northwest, the frame of

government to which they had already set their seal, and under which they would be willing to live in the wilderness which they were to convert into fruitful fields.

This Ordinance fixed, irrevocably, the character of the immigration, and determined the social, political, industrial, educational, and in large measure, the religious institutions of the Territory.

As soon as it was adopted by Congress, it was sent to the Constitutional Convention at Philadelphia, and some of its most important provisions were embodied in the new Constitution. Notably among these was one found in the Second Article of Compact, stating that, "for the just preservation of rights and property, no law ought ever to be made, or have force in said Territory, that shall, in any manner whatever, interfere with, or affect private contracts or engagements, *bona fide*, and without fraud, previously formed." This appears in ¶ 1, § 10, Art. I. of the Constitution, prohibiting a State from passing any "law impairing the obligation of contracts." This is said to be the first enactment of the kind in the history of constitutional law.

The first eight amendments to the Constitution are taken almost bodily from the Ordinance, and constitute what is frequently called the "American Bill of Rights."

The Bill of Rights in the Constitution of Indiana is substantially the same as what is found in the second "Article of Compact" in the Ordinance; and in some form, every one of the States admitted from the Northwest Territory, has embodied in its fundamental law similar provisions. The adoption or rejection of these principles was not left to the discretion of the States; being "Articles of Compact," they could not be discarded without the consent of Congress.

The Sixth Article prohibited forever, within the Territory, slavery and involuntary servitude—that millstone upon the neck of the South, which came near dragging the entire nation down to destruction in the maelstrom of the Civil War. But for this compact, there is little doubt that Indiana and Illinois would have entered the Union as slave states. In 1802 Gen. William Henry Harrison, then Governor of Indiana Territory, called a

convention of delegates to consider the means by which slavery could be introduced into the Territory ; and he himself presided over its deliberations. In the language of Mr. Poole, "The convention voted to give its consent to the suspension of the sixth article of the compact, and to memorialize Congress for its consent to the same. The memorial laid before Congress stated that the suspension of the sixth article would be highly 'advantageous to the Territory' and 'would meet with the approbation of at least nine-tenths of the good citizens of the same' The subject was referred to a committee of which John Randolph of Virginia was chairman, who reported adversely as follows: 'That the rapidly increasing population of the State of Ohio evinces, in the opinion of your committee, that the labor of slaves is not necessary to promote the growth and settlement of colonies in that region. That this labor, demonstrably the dearest of any, can only be employed to advantage in the cultivation of products more valuable than any known in that quarter of the United States ; that the committee deem it highly dangerous and inexpedient to impair a provision wisely calculated to promote the happiness and prosperity of the northwestern country, and to give strength and security to that extensive frontier. In the salutary operation of this sagacious and salutary restraint, it is believed that the inhabitants of the Territory will, at no very distant day, find ample remuneration for a temporary privation of labor and of emigration.' "

When Ohio was admitted, the advocates of slavery made strenuous efforts to secure its introduction, but were defeated. Indiana and Illinois, on several later occasions, memorialized Congress, asking that the anti-slavery provision be set aside, and more than one committee reported in favor of repealing it, but Congress itself firmly maintained the compact.

The enlightened provisions of the Ordinance attracted to the Northwest, not alone the thrifty Yankee from New England, but the enterprising Dutchman from Pennsylvania, the conscientious Quaker from Carolina and Virginia, and some of the best pioneer blood, as the Lincolns, from the 'frontier of Kentucky. This union of the best diverse elements of population in these States,

insured a higher type of life than could be furnished by any one of the elements alone.

A comparison of the social, industrial, and educational condition of the Northwestern States with that of Kentucky and Missouri, over which the Ordinance did not extend, will show, in a most effective way, the value of its provisions. In climate, soil, and productions, the latter States are in no way inferior to the former, and yet the social, industrial, and educational institutions found across the Ohio and Mississippi Rivers are so different from those on this side as to lead the northern traveler to believe himself in a foreign country. On the one side is a lower grade of social habits; on the other, society is well organized, and enterprises for the common good are more numerous, and much better executed. On the one hand we find in the masses a general lack of business thrift and industrial progress; on the other, may be found in much larger measure, the spirit of settled industry, economy, acquisition, and the pushing of vast enterprises involving the outlay of millions of money and the exercise of the highest degree of business talent. On the one side is a dearth of educational facilities, and a consequent lack of the general diffusion of intelligence; on the other, the public school, the college, and the university are rarely beyond the range of the traveler's vision, and there is a consequent intellectual activity generally diffused.

When the Civil War arose, on one side there was much secret and open treason; on the other, more than a million men rushed to arms in defense of the national integrity and the liberties it guaranteed to them. If, in 1861, the principles and institutions of Kentucky and Missouri instead of those under the Ordinance of 1787, had prevailed in the five great States formed from the Northwest Territory, it would have required no seer to predict the end of the great Civil War. As Dr. Lothrop says, "It is the act that became decisive in the Great Rebellion. Without it, so far as human judgment can discover, the victory of Free Labor would have become impossible."

While it is not claimed that the Ordinance was the source of all the blessings that have crowned these States, still it is certain

that it was the germ from which many of them have been developed. Neither is it claimed that all the ills of our sister States of the South arose from the absence of similar provisions; but of this, I think, we may be sure, that their presence and influence on the one hand, and their absence on the other, tended to widen the gulf between North and South, to intensify the growing sectional jealousies, to make one stronger and the other weaker in material and moral forces, and, when the final struggle came, to have a determining influence on the result.

The thoughtful reader can trace for himself numerous lines in which the Ordinance has exerted vast influences. I can not think of a single provision in the compact that it would be desirable to even change.

In the language of Webster, already quoted, this series of articles will close: "I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. We see its consequences at this moment, and we shall never cease to see them, perhaps, while the Ohio shall flow."

RICHMOND NORMAL SCHOOL, April 12, 1889.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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LATE ADMISSIONS TO THE FAMILY OF SUBJECTS.

SEVERAL speakers at the Southern Association took occasion to utter a plaint on what they were pleased to assume as "the over-loading of the curriculum." The amount of matter in any curriculum depends on several conditions, chief of which is the method by which subjects are organized and taught. The amount and distinctness of differentiation which takes place in the several "subjects" have a great share in the apparent loading down of the curriculum. For instance, if the subject-matter of geogr. phy drawn from mathematics is called "Mathematical Geography" (with capitals); that from astronomy called "Astronomical Geography"; that from certain physical sciences

“Physical Geography”; that from politics and government “Political Geography”; that from trade and the industries, “Commercial Geography,” and that from history “Historical Geography,” besides other possible differentiations, the subject becomes appalling in its seeming magnitude. It alone seems large enough to crush teacher and pupil beneath its weight! But it is by no means so destructive as it appears!

The good old-fashioned geographies of Goodrich or Malte-Brun, studied by our fathers and grand-fathers, had all these divisions of the subject in as terrible an array as the one we have named, except that the matter was not differentiated to the eye as so many distinct “subjects.” We are intimidated by these “subjects,” much as we should be by having a corporal’s guard announced one by one full-name by the town-crier, who should at the same time give a detailed list of the dreadful stabs, cuts and thrusts, its members were able to inflict.

Add to the terrors of differentiation to the eye (and likewise to the understanding) the terrors of the method of verbal bolting of statements by means of memory, and no wonder the poor teacher protests that her little boats are loaded down to the guards and in imminent danger of going to the bottom! But these two causes of over-loading are by no means alike. The differentiation of subjects is not only necessary, but helpful, and needs only to be understood to be thought of value. The differentiations we have named in geography really make the teacher’s work lighter, by giving distinctness and definiteness of outline to the parts of the subject. But no such claim can be set up for the method (verbal-memory method) which is, more than any other thing, responsible for the seeming heavy load which weighs down our courses of study. If the number of subjects were reduced one-half, the matter would be no better. The fault is not in the amount of matter employed, but in the *way* in which it is dealt with.

Other subjects have undergone division similar to that we have cited in Geography. Thus, in spelling, we now have Punctuation, Accent, Pronunciation and Marking, Syllabbling, Use, Meaning and Derivation, where before we had none of these things clearly defined. In reading, several distinctions are now made

that were but a short time ago not observed: Primary and Advanced; Reading to gain information and Reading to learn to read; Silent Reading and Oral Reading; Supplementary Reading, etc. Examples need not be multiplied. The differentiation of the various parts of subjects is one of the marked processes now going on in education. We are sorry to say that the complementary process—that of organization of subjects and their parts—is not going on with so much success. But little has been done to organize subjects to secure economy of instruction. This, however, will come with the other needed elements of progress.

S. S. P.

MR. CHAS. H. HAM'S BOOK ON MANUAL TRAINING.

THE Harpers publish, from the pen of Mr. Charles H. Ham, of Chicago, a notable contribution to the literature of industrial training, under title of *Manual Training*. Its four hundred pages are the best resume yet published, of current contributions to an important subject. Mr. Ham is an enthusiast on industrial training, and handles it with the loving largeness and fairness of one imbued with enthusiasm. As the Rev. Robert Collyer, of New York, has eloquently said, the book is an attempt to solve the question of the slavery of the workman to his machine, by giving him that intelligence about mechanical matters that will enable him to rise above serfdom. Mr. Ham recognizes very fully that the real problem is one of cultivating the general intelligence of the young person who is to be educated. He believes that Manual Training will, besides providing well for bread-earning, secure, better than is secured by our present system of school-education, the culture of the whole man in the form of cultivated general intelligence and cultivated moral nature.

The basis of the book is the account of the work done in the Chicago Manual Training School, of which Mr. Henry H. Belfield is principal. There can be no question but that industrial training is an idea entirely worthy of trial. It does not follow that the perfected system, if the system be accepted, will be the one now in vogue. On the contrary, remembering the history of other similar movements, the present system is likely to

meet with modification, if not revolution. Mr. Ham has no doubt of the ultimate triumph of the system. In this we confess a share. Certain grave and reverend seigniors may sneer at the newness, as they term it, of the idea, but their sneers will not even hinder the trial. The people look to school education for an amelioration of most evils, the present system has failed, hence they will decree the new one the trial it desires.

Mr. Ham's book is readable. Its style is easy and perhaps a little careless about sifting facts. It has the weaknesses of the enthusiast—a leaning to the side of its predilection, to the exclusion of the other side. The book is, may be, a little too sweeping in its implied criticisms on existing things. But it will do great good in calling the attention of all classes of persons interested in educational problems to this new principle which awaits intelligent solution. There is much through the chapters of the book which is helpful to the common teacher. S. S. P.

HAVE A CARE WITH EDGE-TOOLS.

ALL of us, the writer included, are using terms with great glibness. We talk about “the purpose of education,” “a subject,” “the eight legal branches,” “the mutual dependence of subjects,” “the exercise-ground of education,” “the organic unity of subjects” (and of the mind itself), “a course of study,” “primary work,” “advanced work,” etc., etc., with a childlike simplicity. But none of these terms mean the same to any two who use them. Indeed, most of us would be sadly put to it if called upon for an intelligible and intelligent statement (to say nothing about an exact definition) of these ideas. That no two of us mean the same thing by our use of terms was abundantly shown by the discussion participated in at the State Association, by Prof. Sandison and Supts. Jones and Hailman, on the “Mutual Dependence of Subjects” and “The Aim of Education.” There was more than a mere difference of words; there was also a difference of conception.

Thinkers on education have long agreed that it is both a science and an art. The science originally grew out of the art, that is, teaching in its *naïve* state was carried on before reflec-

tion, classification, fixed terms, definitions and explanation were developed. But, when the science of education is once organized, it becomes the test and corrective of the art. Now, the definition of these terms belongs to the science of education and is a prime necessity for its progress. Unless these terms have a definite meaning and the same meaning for all of us, we have no common ground of ideas, and hence are unintelligible in part to one another. Besides, this use of terms without definite meanings fosters inexactness of thought, conceit and pedantry. What do we mean by "a subject"? By "the mutual dependence of subjects"? We talk about the "subject" of mathematics, the "subject" of arithmetic, the "subject" of factoring, and the "subject" of greatest common divisor. Manifestly, no two of these things are "subjects" in the same sense, since they are related as part to whole. The general public, hearing all these things called "subjects," and being better at reckoning on its fingers than looking into the real nature of things, foots up forty or fifty such "subjects" and straightway raises a howl that the innocents are being murdered and the curriculum of studies loaded down to the guards. Now the real fact is that we have no more "subjects," properly speaking, than in those halcyon days our conscript fathers love so well to tell us about, when they were boys and the world was young. We have simply differentiated the parts of the various subjects more markedly, and drawn the lines between them so that each one stands out clearly.

Let the clan of schoolmasters set their own house in order by defining their ideas and the terms in which they express them with systematic exactness. This will set the general public straight and silence many of the critics of and objectors to the schools.

The terms we have named and their kindred ones designate the fundamental ideas of education. If they are confused in meaning and use, all we do, either in the science or in the art of education, will be unsystematic and hence inefficient.

We take too much for granted. It may not be the best of manners to look a gift-horse in the mouth, but it is always good sense. These terms have been handed down to us from the

past, or handed along the line to us from those whose dictum settles such things, but they are not infallible, and we shall do well to examine them as to meaning and use. This is not easy or pleasant. To turn a kaleidoscope and form new combinations of form and color is easier than to make a new one or reform one already made. Most of us prefer to string together what has been already done and said to seeking new pearls in difficult and unknown grounds. The creation of the world is a settled fact and we may as well accept it as such. So these ideas are a settled fact. But we are not compelled to go on without question as to the mode of the one or the nature of the other. Let us attend first to the thing that is of prime importance. S. S. P.

PRESIDENT JORDAN, of the State University, deserves credit for his manly stand in favor of thorough work. , He deserves credit, likewise, for ability to see correctly the problem of thorough work in its several elements. Unless the conditions for it exist, or an honest effort be made to secure them, talk about thorough work is buncombe. A good course of study, on paper, is good as far as it goes, but it avails little unless other conditions co-exist with it. Chief among such co-existent conditions are these: special teachers of power and skill; an amount of work to the individual teacher not too great; classes sufficiently small to secure economy of teaching force and skill; and thorough preparation on the part of the student for any given line of work before it is begun. Almost, if not quite, all the reputable higher schools of Indiana have, with many teachers of rare insight and power, a wofully large percent of mediocrity and absolute sterility. Upper-grade teachers, as a rule, have too many recitations and too many kinds of work. They are thereby rendered diffuse and impotent. There is little inspiration and free exercise of power in a teacher who is perpetually driven by his work. The average size of classes is too great. There is a mad strife for numbers, as if bigness constituted greatness in a school. The very reverse is true. Every pupil, beyond a given number, is an element of weakness, and not of strength. The value of any upper-grade school is not measured by the number, but by

the quality of graduates sent out. One school sending out but ten graduates per year may be of infinitely more value to the community than another which sends out ten times that number. Again, the upper-grade schools are to be measured by the amount and kind of preparation they demand. This not only determines very largely the kind of work done within their walls, but also sets the key-note for all the lower schools—a function of even more value than the turning out of a limited number of graduates. President Jordan is reported to stand right on all these conditions of thorough work—a statement not possible of the heads of many other upper schools in this locality.

HOW MUCH DRILL? A sufficient amount to fix the subject. This is a very wise utterance. It is wise chiefly because it is an adroit way of paying one debt by contracting another. It says nothing about two very important questions, viz., what drill is and what it is to fix the subject. Repetition of verbal forms is sometimes thought to be drill. It is not, but is what the word indicates, viz., a mechanical application of the word to the method. The end of drill is skill. The subject is “fixed” when this skill is secured and not before. The best drill unfolds the subject farther and gives a broader, surer, more thoroughly consistent view of it.

ARE thorough knowledge of subjects and liberal culture the same or different things? The same, unless we mean, when we say we have \$1000 that in reality the sum is only \$650.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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WHY CHILD-MIND SHOULD BE STUDIED.

EDUCATION is deliverance, deliverance of the fettered forces of body and mind. The inner conditions for this deliverance every healthy child brings into the world. The outer conditions must be supplied by education. In spring-time, in order that the hard outer coverings of the buds may burst, and

the germs of leaves and flowers be set free and expand, air, sunshine, rain and dew must be allowed them. The inner germinal force bursts the coverings, if outer conditions are favorable. In nature, a need always brings its supply, and the processes of nature without arbitrariness are according to rules and laws. In a plant, the flow of sap, as it regularly ascends and descends from roots to crown, and crown to roots, by contraction and expansion, forming knotty and intricate points, resembles the circulation of the blood in animal and human organisms, proceeding, as it does, from the heart, returning to the heart, and representing contraction and expansion through the action of the lungs.

In the different relations of nature, everything obeys an eternal, universal law, and development is synonymous with lawfulness; it is progress according to laws, progress from the formless to the formed, from undevelopment to development. Mental and spiritual, as well as bodily development, must proceed according to law, otherwise education would be impossible. For we call the influence we bring to bear upon the development of the child to regulate it, to guide it intellectually and morally as well as physically, education; and how can that which proceeds without order or law—that which is arbitrary and incalculable in its manifestations, be regulated and guided? Must not, therefore, the spiritual or soul development, follow a lawful circuit, similar to the organic circulation—for certainly the organs and the mind which they serve, are in relation as cause and effect? Psychology has discovered the laws of the soul's development, as physiology has discovered the laws of the circulation of the blood; but the former has occupied itself chiefly with the already formed souls of grown persons, that have, by self-determination and deviation from the lawful and normal state, fallen into a certain degree of arbitrariness, the abnormal condition that we name evil; for as the violation of physical laws causes disease, so the violation of moral laws causes moral evil or sin. Wrong culture has demoralized man, and the intentions of the Creator concerning him have not been rightly understood.

Fröbel said: "If you wish to study the laws of nature, in plants for instance, you must study the simple, the wild plants,

commonly called weeds, in preference to cultivated ones with all their complications." From this we must not infer that man should be left in his primitive, uncultivated state, but the human soul is to be studied in its simplicity. The young human plant, in its instinctive, primitive state, uncalculating, unspoiled by false culture, presents to the observer who is capable of seeing and understanding them, the laws and the logical processes of development despite individual differences.—*The Child*.

M. H. KRIEGE.

PROHIBITIONS OF MENTAL SCIENCE.

The pupils should not, in their study of reading, pronounce (inaudibly) the separate words; neither should they, in their oral reading, point with the pencil or finger to the separate words in the sentence in the book, or with the pointer, to the separate words of a sentence upon the board.

The aim in reading is to so train the child that it can grasp the thought of the sentence by a glance at the sentence as a whole. This can be best done, by making the parts of the sentence quite subordinate. It is true that the child must consider the separate words. But the stage that precedes work in the reading book is the one in which such work is most prominent.

After the child commences the study of sentences and paragraphs to allow him to speak the separate words (inaudibly) in study, or to point to them as he reads orally, tends to make him a halting, hesitating reader. If the pupil is permitted to read in such a manner in school, he will tend to do so in his after reading, according to the principle that *the mind tends to act again as it has acted*.

The teacher should not do for the child that which he is fitted, by his stage of development, to do for himself.

There are two things to be considered under this prohibition:
1. What meaning is to be put into it? 2. Upon what law of mind is it based?

The interpretation that is to be put upon the prohibition is that the child is to master by his own efforts (the teacher direct-

ing or suggesting, but not telling) all ideas that his mind is capable of dealing with, except: *a.* Arbitrary facts, (e. g., names). *b.* Those ideas that bear a very remote relation to the knowledge that the child already possesses, (e. g., the distance of the sun from the earth). *c.* Those that are presented as data for his thinking, (e. g., the comparative numbers of contending armies).

In regard to the ideas indicated under "b", the thought should be that they should not be presented in any way until their relation to the pupil's knowledge and needs is less remote.

The mistake that is usually made in respect to "a" and "c" is to include under them a great deal that should be excluded. Thus, if the pupil says he does not know how to pronounce the word *porringer*, many would say that it should be pronounced for him, either by the teacher, other pupils, or the dictionary, on the ground that the pronunciation of a word is an arbitrary fact. It is very unlikely, however, that such is the case. If the child knows the words *correct*, *sin*, and *German*, (many other words would serve equally well), he could be led to infer the pronunciation of *porringer*, through analogy of form and sound. Such work would not only give him the pronunciation of that particular word, but would also confer upon him added power to master new words.

Again, a teacher may hold that it is best to tell the child that the heat of the sun is felt more just at the earth than it is at some distance from the earth and hence nearer to the sun, if the desire is to use that fact as a part of the data from which he is to reason to the kind of vegetation far up on the slope of a mountain. The teacher should not tell the child that fact, however, if a heated stove, a wall, and the intervening space, furnish him data for inferring it. If it is claimed that economy in time will not permit this kind of work, the question arises—"Is that time the better employed which gives the maximum number of facts and but little mental power, or that which gives greatly augmented power to see and think, and a paucity of facts?"

Alexander Bain regards it as a "bold fiction" to assert that the teacher may regularly place before the pupils a set of facts pointing to a conclusion and leave them to draw the conclusion

for themselves. He says that this "belongs to the occasional luxuries, the bon-bons of teaching," and seems to prefer the implanting in the pupil of that spirit which will give "a zest in receiving and imbibing to the letter what "is imparted, and jealously restraining any independent exercise of judgment such as would share the credit with the instructor." It would seem that the results upon the generation that has been educated in conformity to this idea, would cast doubt upon its adequacy as a substitute for the pupil's independent self-activity.

The laws of mind upon which the prohibition under consideration is based are :

1. *Mental development arises through self-activity.*
2. *The mind tends to act again as it has acted.*
3. *The goal of mind activity is self-direction.*

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

LANGUAGE.

(SECOND READER PUPILS.)

WHEN a child has become familiar with the "telling sentence" containing verbs that assert action, he is ready to learn how to use *is*, *are*, *was*, in "telling sentences." It must be kept in mind, in this kind of work with this grade of pupils, that all grammatical terms are to be avoided. We are not to say *verb*, *noun*, or *pronoun*. We are to lead the child to use the proper word by practice, and by calling attention to some characteristic use of the word. Give blanks to be filled with either *is*, *are*, *was*, *were*. The following will serve as an illustration: 1. The dog — black. 2. Some dogs — small. 3. The boys — in the yard. 4. John and Frank — here yesterday. 5. Frank — at school this forenoon.

When quite a number of such examples have been copied with the proper word supplied, the teacher may call attention to the fact that *is* is used when one thing is thought about, and that it

means now, to-day, etc. That *was* is used when one thing is talked of, and means yesterday, last week, etc. That *are* and *were* are used when more than one thing is meant, and that the first means *now*, while the second means *yesterday*, etc. Avoid all "exceptions." Should they be brought up by the pupil, tell him what is right and drop the matter immediately. Keep the main object always in view; viz., lead the pupil to *use* the words intelligently.

The *forms* of some of the more common verbs may now be taught. The teacher should exercise his own judgment in selecting these verbs. Those most frequently misused should be selected; a few are here given: write, drive, bite, rise, ride, etc. Have the pupil fill blanks first, and afterward make sentences of his own, using the given form. 1. I ——— now on my slate. 2. Yesterday I ——— on my slate. 3. I had ——— on my slate before you came. Give many such; then call attention to the facts that *write* means now; *wrote* means yesterday; *written* must be used with *have*, *had*, or *has*. Of course every teacher knows that *written* may be used with other verbs, but he need not tell all he knows. We are not compelled to teach *exhaustively*. Let what we do teach be the truth. *Written* is used with the words given above. If the pupil should give such a sentence as, "My lesson is *written* on the slate," tell him he is right; but do not say to him that the "past participle may be used with all auxiliaries," or that this form may be used with many other little words, and proceed to either give or call for illustrations of the same. Don't talk so much. Lead the pupil to talk. Study to do this in as few words as possible.

ATTENTION.

NOTHING is more necessary in the school-room than attention. He who can get the attention of his pupils and keep it, is on the road to success. To be able to do these two things one must understand something about the laws of attention. There are two kinds of attention, voluntary and the involuntary. When we determine that we will pay attention to a given subject and

do so by the effort of the will, we give voluntary attention. When we attend because we are interested, we give involuntary attention. The attention that children give is generally involuntary. True they *may* be *made* to attend through fear, and some times through a sense of duty. But when a boy listens to the adding of a column of figures so closely that he can take up the adding at any point when asked, just because he is afraid he will be punished if he doesn't, it does not produce the best results in mind growth. But if he becomes interested in the work and has a desire to succeed awakened, and this desire is coupled with a sense of duty, the best of results will follow.

The attention of a child or young person is best secured, by something that appeals to his senses. If an appeal is made to two of his senses simultaneously he is more likely to attend than if only one is appealed to. In presenting geography, a map greatly assists in getting and keeping the attention to the subject. especially is this true, when pupils have been taught to think *from* the map *to* the thing represented by it. A child's attention can be held better by lessons in which objects are used. As he grows in mental power the object may be dropped—should be. He should learn to hold his attention on abstract matters. Many drop the objects too soon, however.

There are many ways of *getting* the attention of children. It is much easier to get it than to keep it. A teacher once spoke sharply to a very noisy crowd of three or four hundred children and, as he did so, held before them a large watch saying, "No body in this room can look at this watch a minute." He challenged them to do a thing that they thought easy to do. They became quiet. He had their attention. To keep it he had to supply something that would interest them. Teachers usually get the attention of their classes by having the pupils take the proper position for recitation. If they fail to keep the attention it is usually because they do not give their questions in a way that makes every one feel that he is called upon. A skillful teacher will watch the faces of the pupils so closely that a pupil very seldom wanders away in thought. He sees, for example, that while Mary has been discussing a point that John was in-

clined to wander away into the green fields. At the very first opportunity, he says, "John, what is your opinion about this point?" or "Do you agree with Mary?" Some such question at the right time saves John from getting away and makes him think that he is needed to settle the matter under consideration. If he had wandered away, it serves to call him back and suggest to him that he needs to put forth a greater effort to attend to business.

THEY FORGET IT.

It is sometimes argued that it is useless to teach certain subjects or certain parts of a subject, because the children soon forget what they learn, and because it would not be of any value if remembered. These objectors frequently say that they, for example, have forgotten nearly all they ever knew about Latin, Geography, Algebra, etc., etc.; and that they have had very little use for what they learned any how. They have managed to get along very well, even if they have forgotten these things.

These people probably regard the mind as a store-house where facts may be laid away on shelves for future use. But the mind is not a store-house any more than the muscles are. The blacksmith does not remember how many strokes he gave each day, nor just what article he made on any given day. But the strokes he has given have made his muscles grow stronger day by day, and he is fitted to do any work where great muscular strength is required.

Just so in studying any subject. The fact that the pupil has learned the details strengthens his mind so that he is the better able to handle details of whatever business he may undertake in after life.

Teach for mental growth as well as to impart useful information. There are, of course, some things that every body should know, and when they serve as well to strengthen the mind as others, they should have the preference.

An act of injustice to another makes you his enemy also.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

HELD AT VINCENNES, MARCH 25, 1886.

THURSDAY, A. M.—After opening exercises and music, Mayor Wilhelm extended a cordial welcome to the teachers.

R. A. Ogg, of New Albany, President-elect, responded to this welcome in appropriate terms. He spoke of the historical renown of the city, and the pleasure felt in being on such ground. He then proceeded to his address on

“THE TEACHER’S PARENTAL RELATION.”

That the teacher should be to the child as a parent, may be seen from the relation they each sustain to it. The government he exercises, like that of the parent, should depend upon the conditions of age and development. As early in life as possible, the child should assume direction of itself, with the teacher to aid. Home should be a sacred spot, and the school should imitate it, and as the power of the home is in the life and character of parent, so that of the school is in these same elements of the teacher. The teacher’s value is not so much in what he does for them, as in what he is to them. Time is required to develop this power of personal influence, and hence frequent change of teacher, and promotion of pupils are to be regretted. The power to influence others for good is based upon love manifested for them, and whatever prevents harmony between teacher and pupil, detracts from this power. Teachers may insist on certain order and work, and lose power over their pupils, or may do things for appearance’s sake that are not strictly honest, and thus lose power to influence for good. These times demand not brains, but character, and teachers training character have no superiors.

The Association was then entertained by a vocal solo by Miss Cora Watjen.

The next paper was by Miss Blanch Wolfe, of Mitchell, on

“THE CULTIVATION OF THE BEAUTIFUL.”

There is no satisfactory definition, but the spiritual theory comes nearest accounting for the effect produced by beauty. God having placed us in a beautiful world, has given us the sense of beauty to enjoy it. It is bestowed universally on mankind, and there are many reasons for its cultivation. 1. It refines. 2. Suggests noble models of excellence. 3. Adds to happiness. 4. Inspires piety in the heart and leads to morality. 5. It should be cultivated in the school-room, because, *a* It increases interest; *b* Produces pleasant feeling; *c* Aids in all other branches; *d* For children of poverty, it is the only chance of the cultivation of the artistic nature. The only way to cultivate this sense in young children, is to surround them with beautiful objects, calling attention to points of beauty. Some means that may be used: neatness, order, flowers, shells, curiosities, pictures, drawing, colors, and music. Another line of culture is beauty of spirit. That which

is good, pure, and true, leading the possessor nearer the perfection of beauty, which dwells alone in God.

The President then appointed the following Committee on Resolutions: W. F. Cain, Carlisle; A. J. Snoke, Princeton; J. P. Funk, Corydon; Miss E. L. Jackman, Mitchell; Miss Grace Lyon, Bloomfield.

AFTERNOON.—W. W. Parsons, of the State Normal, presented his paper on "What Constitutes the Necessary Preparation of the Teacher." [This paper will be printed in the Journal.]

Discussion opened by Supt. Hoffman of Washington. He followed the same line as his predecessor, giving three main points: 1. Preparation of every lesson. 2. Direct study of mind, and knowledge of how to teach. 3. Development of moral men and women.

Further discussion by Profs. Parr and Parsons.

F. M. Churchill, of Aurora, followed with a paper on "The Relation of Superintendent to the Teacher." [This paper will be printed.]

Discussion opened by A. J. Snoke of Princeton. He did not advocate entirely omitting examinations, lest we go to the other extreme. Suggested mutual courtesy, and that the superintendent refrain from speaking in a peremptory manner to the teacher.

Prof. J. C. Branner, of Indiana University, gave his paper on

"GEOLOGY AS AN EDUCATOR."

An educator is something that develops and broadens the mind. Geology is the science of the earth's crust. The failure to understand this subject comes from the fact that it is studied from the text-book, not from the field, therefore is learned and forgotten in the class-room. It must be pursued with persistence. Does the pupil as he walks over hill and valley think of the geological formations and effects? Can he in imagination see the ice of the glacial period? Some question the utility, but men who use the soil will be much more successful if they have a knowledge of geology. It throws a light on the formation of the earth, the primitive condition of man, broadens the mind and prepares it for the truths metaphysical and physical.

The President then announced that members could enroll their names at the close of the session.

EVENING.—Exercises were opened with a violin solo by Mr. Blum and piano accompaniment by Mrs. Horton.

State Supt. Holcombe addressed the Association on

"THE LENGTH AND UNIFORMITY OF THE TERM OF UNGRADED SCHOOLS."

The ungraded schools are fast disappearing; in nearly all the counties the course of study is well arranged and the pupils graded. At first the lack of means prevented an extended session—but as means increased the term lengthened, and we are now doing better. But experience shows that schools can not be maintained longer than six months, as the majority will not attend. Being farmers they must spend part of their time at work. It is a question of economy: 1. It is a waste to pay a teacher when only part of the school are receiving

instruction. 2. It is also a loss of capital to allow the school-house to remain idle. As to uniformity, a certain degree is essential to success; a uniform course can not be maintained unless there is uniform length of time, by which means proper branches are pursued at the proper time.

Discussion continued by Messrs. Schively, Olcott, Parr, Smith, and Bryan.

W. H. Wiley, of Terre Haute, gave a paper on

“EXAMINATIONS AND PROMOTIONS.”

Graded schools depend on promotion, and we should be certain the pupil is able to enter the next grade. 1. Parents urge teachers to advance their children. 2. Pupils are anxious to keep up with the class. 3. Teachers are anxious to promote. 4. Demand of a progressive age. Teachers are held responsible for failures. The superintendent should give tests, duly announced; teachers mark their own papers—let a reasonable standard be fixed—and those falling below may be admitted if possible for them to keep up. As teachers have to undergo examinations, and pupils as men and women will not be free from tests, they should not be abolished from the school-room, until all examinations and civil services are done away with.

The subject was continued by R. W. Wood, of Jeffersonville. It might be well to have a teacher advance with her class if this could be arranged. The tendency has been to hold examinations too frequently. The true object is to ascertain the discipline received by the teacher's instruction. In written examination there is no embarrassment. Oral examinations have their place, but are often harmful as, pupils are sometimes crammed for the occasion.

Association enjoyed a vocal solo by Miss Mattingly, of Poseyville.

Mr. Robinson, of Princeton, spoke in favor of the Township High Schools. He said the high school, though not at first provided for, was given in answer to a demand for something higher. Merely knowing how to read and write will not make good citizens. If the high school is taken away, an incentive to higher education is removed, and children at fourteen must stop school or be sent away from home; beside township children have as much right to them as town children. The arguments of cost, and that not enough attend or complete the course are made: but the latter is the fault of the parents, not of the school. Employ good teachers, continue the grades, and give us a compulsory school law.

S. E. Harwood, of Spencer, spoke against the high schools. He considered it sufficient to devote attention to the common branches, as the majority of counties are not prepared for systematic work; also the number is not large enough to demand them. Scientific instruction demands apparatus, which can not be afforded. Preparatory departments in colleges cripple the high schools. Why not gather *all* together in one school, in the county, money be spent for apparatus, and all united for a common purpose, attending one school.

Further discussion by Messrs. Smith and Parr.

FRIDAY, A. M.—The first business was selection of a place for the next meeting. Madison was selected.

J. H. Martin, of Madison, presented his paper on

"CHARACTER BUILDING."

He said the public schools are designed for certain ends. claim attention: 1. The end or aim. 2. The means. The end is to develop power, give knowledge, and produce good. Education should combine all three—mental, moral, and physical. Moral training must implant: 1. Correct principles of right. The desire to do right when it is known. The greatest question is how can the citizen be made to stand in true dignity—to stand with intelligence. This depends on the morality as well as the intelligence of the people, a morality based on religion—immortality of soul and loyalty to God. Men must know duty and desire it from love, not fear of law. Our schools exert a moral training and moral discipline. 2. Formation of good habits. 3. Power of self-control. 4. All science must be taught in intimate connection with the Bible.

Messrs. Parr, Taylor, Bell, and Schively took part in the discussion that followed.

The next exercise was a paper by Arnold Tompkins of Granger, on the

"FAITH IN UNPERCENTABLE PRODUCTS."

He said teaching produces two results: 1. Definite results. 2. The unmeasurable. We prefer the tangible, being able to measure it, while the unmeasurable lie beyond. A lack of faith in unmeasurable products causes us to give attention to the line of work and to memorizing dry facts, instead of pursuing a course calculated to develop live thought, and soul refinement on the part of the pupil. We think they have a certain quantity to teach, and dull routine to get ready for examinations—clean-cut products are seen, but memorized work, but methodical thought training is neglected. Amazon is taught as a fact—the position of a little black map is learned, but is it taught as a river, and thought and imagination brought to bear on it? That line of education is best which develops most thought. What we need is a change in the line of education, a base of faith, to turn the forces of our machinery for a higher purpose.

Discussion opened by Mr. Sweeny, of Jasper. He said that percent in measuring minds is wrong and pursuit of percent is mental, making both teacher and pupil a slave to text-books, but sign-boards to education, giving general directions. The teacher is an agriculturist, and studying the soil of the mind, showing what will grow.

AFTERNOON.—First exercise was a paper by Mr. Baldwin, of Granger, on the

"USE OF BOOKS AS A MEANS OF EDUCATION."

Utility and progress are associated together—utility is the degree of the quality of usefulness. There is a demand for efficient investigation, by which learning may be made a source of power. The question is: How can we direct reading in correct direction? Much reading, without method, profits little. Pupils are warned to beware of the bad, and choose the good books, but how can we give intelligent instruction? Knowledge in the use of books is given by actual work, and pupils held to account as for their work. It is necessary to *use*, as well as to select correctly. If a

be used supplementary to the text-books, a healthy love of good books will be instilled, and a wider range of knowledge be acquired. Good reading will produce an improvement in all grades, increase of knowledge, self-help by investigation, and will become a power in pupil's hands for the acquisition of knowledge.

Discussion was opened by Miss F. C. Simpson, of Jeffersonville, who read a very interesting paper on the subject.

The Committee on Resolutions, through its chairman, W. H. Cain, reported: 1. In favor of the Blair Bill; 2. Of compulsory education; 3. A minimum school term of six months; 4. Of liberal appropriations to the state educational institutions; 5. Heartily endorsing the work of the Reading Circle; 6. A tribute of respect to the memory of the late John D. Philbrick; 7. Returning thanks to the citizens of Vincennes, the railroads, and the chairman of the executive committee.

The resolutions were adopted.

The following report was then received from the Committee on Nominations:

President—E. A. Bryan, Vincennes.

Vice-Presidents—Miss Bertha Wolfe, Mitchell; Miss F. C. Simpson, Jeffersonville; W. H. Hoffman, Washington; G. C. Hubbard, Madison.

Secretary—Miss Edith L. Jackman, Mitchell.

Permanent Treasurer—J. P. Funk, Corydon.

Executive Committee—J. H. Martin, Madison, chairman; —. Stevenson, Rising Sun; J. W. Carr, Bloomington; S. P. McRae, Princeton; A. B. Charman, Terre Haute.

On motion of Mr. Woodburn, a committee was appointed to look up the minutes of previous meetings and the constitution, and report next year. The committee is as follows: J. M. Olcott, Greencastle; J. P. Funk, Corydon; Miss Annabel Flemming, Vincennes.

On motion of Mr. McClure, and at the request of the State Superintendent, Mr. Funck was appointed to prepare a history of the Association for publication in Supt. Holcombe's next report.

The Association was then invited to go in a body, under the guidance of Edward Taylor, of Vincennes, to visit the historical points mentioned in the program. The first place reached was the site of the old Court House, the history of which was given by Mr. Taylor. From there the visitors proceeded to the Harrison Mansion, being entertained here by a paper from Miss Annabel Flemming, of Vincennes. [Her paper will be printed.] From this point the company went to the Old Fort Sackville, and its history was told in an address by Mr. Taylor. The next place visited was St. Xavier's Cathedral. Its paintings were admired, the tombs of its deceased bishops and ancient library were all inspected. Mr. Cothorn, of Vincennes, then addressed the company from the Cathedral steps, giving many interesting historical facts. The Gas Works were then visited, the company having sent an invitation to the Association.

EVENING.—The Association assembled in the Court House and listened to an address by ex-Gov. Porter, on "Hamilton and Jefferson." The address was able and delighted an immense audience.

At its close, the President called for a report of the Treasurer, which was as follows:

Balance last year.....	\$12 45
Expended	2 10
	<hr/>
Cash on hand.....	\$10 35
Receipts this meeting.....	47 25
	<hr/>
	\$57 60
Expended this meeting.....	29 00
	<hr/>
Balance	\$28 60

FANNIE WATT, *Secretary*, Jeffersonville.

EDITORIAL.

WE regret that we can not give notices of all the high school commencements. The spirit is willing but the space is limited.

THE short articles or notes on Psychology in the Primary Department, by Prof. Sandison, should be carefully read. If carefully followed up a clear understanding of the subject will be reached.

A MISTAKE.—Prof. Hailman says that the Journal made a mistake last month in attributing to him the origination of the term "New Education," since it was used by Frœbel and his followers nearly half a century ago. It is true, however, that Prof. Hailman was one of the first, if not the first, to use it in this country, and he does object seriously to its misuse and abuse.

CONSCIENCE—WHAT IS IT?—Some authors define it as that power of the mind by which we distinguish between right and wrong. This we can not agree with. The *intellect* distinguishes between right and wrong, and conscience impels toward the right and causes remorse when wrong is done.

Example.—Suppose a person has subscribed for the School Journal with the understanding that he was to pay for it at a stated time, and then the time passes without payment being made—what then!

Why, the intellect will note the contract, will note the expiration of the time, will note the fact that the publisher needs his money, and conscience will prompt him to *pay up*. If any good reason exists for deferring payment, conscience prompts a letter of explanation. *Conscience is a good thing.*

SUPERINTENDENTS are now busy planning for their county institutes—in fact many of them have already fixed the time and engaged instructors. The Journal will suggest that if not so many were held “*the last week in August*,” it would be less difficult to secure workers. Further: some superintendents have been in the habit of engaging three to five instructors and lecturers from the outside. This should not be: (1) because they are not needed and can not be used to advantage, and (2) because in the “busy season” there are not enough workers to meet the demand, and some must do without—it is selfish. Two workers from the outside is the maximum that can be used to advantage. As a rule, to increase this number weakens the instruction and makes unnecessary cost.

When a teacher is to be called upon to assist in an institute the Supt. should designate his subject and notify him weeks in advance, so that he may make careful preparation. Teachers can not afford to listen to *extemporized* exercises.

HOLD UP—ENOUGH.

The following letter from Dr. A. L. Eisher, secretary of the Elkhart school board, is published as a matter of news and explains itself:

DEAR SIR:—From the coat-smoked mountains of Pennsylvania; from the prairies of Illinois; from the Empire State; from the pineries of Michigan; from Missouri, Kentucky, Tennessee, Ohio, Maryland, Massachusetts, and from our own Hoosier State come pouring in applications for the superintendency of our schools. They nearly all say, “I see by the Indiana School Journal that there is to be a vacancy in your schools, etc.”

Will you please help me head them off? Every mail brings a dozen or more applications; all from good men, doubtless, but it is utterly impossible to give them all the attention they desire and deserve. Please tell them that it was a mistake,—that we *never* wanted a superintendent,—that we never shall want one! That we have already selected the man. By so doing you will greatly oblige an over-worked scribe.

THE NATIONAL EDUCATIONAL ASSOCIATION

Is to be held this year at Topeka, Kan., the second week in July. The rate on all the main lines west is one fare for the round trip. From Indianapolis the price is \$15.50. This will afford a rare opportunity for teachers to see the “Great West.” The tickets are good till August 31. The same liberal terms have been secured for all who wish to go beyond Topeka on excursions. The round trip from Topeka to Denver is \$20.

It will be desirable in many ways to have the Indiana teachers so far as possible go together. To facilitate this it is asked that every

one who expects to go will send word to State Supt. J. V. If a sufficiently large number can start from Indianapolis can possibly be made for reduced rates on sleeping car. Please notify Mr. Holcombe of your intention to go, whether you join the excursion or not.

The prospects are that Indiana will send a delegation and that the meeting will be the largest ever held—not one at Madison. Send to Supt. Holcombe for circular information.

A CLEAR UNDERSTANDING.

An answer to the following question is asked: "Must a teacher, in order to give instruction skillfully know and clearly see of which of the different branches of knowledge are composed?"

ANSWER.—It is certain that a person can not teach and does not know himself. One can never make clear to another what is not clear to himself. Hence it follows that whatever it is to be taught, should be perfectly mastered by the teacher. This implies on the part of the teacher a knowledge of the facts together with a knowledge of the logical order in which to teach them.

In this connection it should be remembered that there is a difference between thoroughness and exhaustiveness. A child must know thoroughly what he is ready to receive of a subject, and yet not be unlearned. So a teacher may know thoroughly what is to be taught for him to teach, and yet not know everything about a subject. The more exhaustive the knowledge of the teacher, the more thorough the teaching is likely to be.

THE STATE SUPERINTENDENT AND THE TRUSTEES.

Mr. Holcombe has followed the plan of Mills, Hoss, and some others of the State Superintendents, in issuing circulars of counsel and information to the trustees of all the schools of the State. His letter of two years ago was well received. His letter of 1886 is just published. In view of the financial irregularities of the officers within the past two years, much interest has been manifested in the course which the State Superintendent should take in the financial supervision. With no changes in the statistics of the State, Mr. Holcombe has adopted strong and judicious measures. He has existing provisions of the laws. He not only requires from the trustees statements of receipts and expenditures, as heretofore, but in addition full statements of all indebtedness. He further requires an affidavit accompany each trustee's report of finances.

The following brief extracts are made from his letter and report-blanks lately prepared :

[From the Letter.]

Financial Management. This subject is very important at the present time, as a number of trustees have recently brought disgrace upon themselves and suspicion upon the office by fraudulent issues of township orders. Probably in many of these cases the trustees intended no wrong, but were victimized by designing sharpers. But it is all the more necessary that trustees exercise great caution in all their transactions. The best protection against mistakes of this kind is perfect openness in everything pertaining to the public interests, with frequent and frank consultations with the county superintendent, county attorney, commissioners, and others competent to advise; and full and accurate reports. I call special attention to my notes and instructions on the blanks prepared for your statistical and financial reports, to be made in August.

[From the Financial Report Blanks.]

1. Do not depend on your memory of how the report was made last year, as several changes and additions have been made. Read carefully every note, and if any requirement of the blank is not clear to you, ask an explanation of the county superintendent.

2. Failure on the part of the trustee to make this report at the time specified, to-wit: on or before the first Monday of August, subjects the school corporation to a diminution of \$25 of its next apportionment of common school revenue, for which amount the proper trustee is chargeable and liable on his bond. If this report is not made before the next apportionment, the county auditor shall hold the warrant for the money apportioned from the delinquent trustee until such report is made and filed. (Sec. 4451 R. S.)

3. This report should be full, accurate and promptly made, and a duplicate copy thereof filed and carefully preserved as an office paper. Trustees are requested to keep the blank clean, and to make the entries as neatly as possible, as their reports this year will be sent to Indianapolis, for inspection by committees of the Legislature.

4. The attention of the trustee is called to the affidavit below, and to the fact that the county superintendent is empowered to administer oaths by §4539 R. S.

5. The numerous errors and omissions which have heretofore occurred in trustees' reports, induced the State Superintendent to submit the following suggestions: 1st. Each item provided for in the blank should be accurately reported in the form provided. 2d. Nothing should be reported by estimate when the exact amount can be given. 3d. When any matter is required to be reported by item and total, the total should be equal to the sum of the items. Obvious as this may appear, it is frequently overlooked in making reports, and is a source of much annoyance and trouble to this department.

6. By virtue of the power vested in the Superintendent of Public Instruction by §4414 R. S., I hereby require of every township trustee, and every town and city school board, a full statement of all indebtedness contracted by said trustee or board, for school purposes, or on behalf of and in the name of the school corporation, and unpaid on the 31st day of July, 1886; and I direct boards of county commissioners to examine said reports before approving the annual settlements of said trustees and boards.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR MARCH.

[These questions are based on the Reading Circle work of last season.]

- READING.—1. Name three essentials of good reading.
 2. What are the kinds of emphasis? Define each.
 3. Write two questions that require the falling inflection.
 4. What is the aspirated tone, and when is it used?
 5. Give a good method for conducting a recitation in the First Reader.
 6. Read a paragraph of prose and a stanza of poetry selected by the superintendent. 50.

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each person will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. Illustrate what is meant by synthesis. By analysis.

2. By what process has the child acquired the spoken word before he enters school?
 3. Should the child be allowed his individuality in his writing in the early work? Give the reason for your answer.
 4. What are the objects to be accomplished in the study of U. S. History?
 5. What is the first step in teaching number? This is based upon what principle?

ARITHMETIC.—1. If a room is $14\frac{1}{2}$ feet long, $14\frac{1}{2}$ feet wide, and 10 feet 3 in. high, what will be the cost of plastering at 15 cents per sq. yard?

2. Bought 200 gallons of molasses, paid 45 cts. a gallon, and sold at the rate of 3 gallons for \$2; what was the total gain?
 3. Sold two cows for \$36 each; on one I gained 20%, and on the other I lost 20%; how much did I gain or lose by the bargain, if anything?
 4. Reduce $\frac{2}{3} + \frac{2}{3}$ to its simplest form.
 5. In 10 bu., 3.5 pks., $7\frac{2}{3}$ qts., $\frac{1}{2}$ pt., how many pints?
 6. When $\frac{3}{4}$ of a yard of velvet costs \$5, what will $\frac{7}{8}$ of a yard cost?
 7. Add the square root of .030625 to the cube root of 3048.625.
 8. From .32 of a day take .14 of an hour, and give the answer in hrs., min., seconds.
 9. Deduce a rule for dividing one fraction by another.
 10. If 50 men build 50 rods of wall in 75 days, how many men can build 80 rods of wall 3.2 times thick and 4.5 times as high in 40 days? Solve by proportion, and give reasons for stating and reducing the proportion.

GRAMMAR.—1. In what way do verbs indicate time?

2. What time may be expressed by the present tense of verbs? Give examples.

3. How many and what genders have nouns and pronouns? Why?

4. State the essential difference between a relative pronoun and an interrogative.

5. What determines the case form of the compound relative *whoever*?

6. What is the characteristic of a verb that distinguishes it from all other classes of words?

7. In teaching English Grammar, what importance do you attach to the analysis of sentences? Why?

8. Analyze: That which really belongs to the mind of the reader is attributed to that of the writer.

9. Parse the words *which* and *reader* in the above sentence.

10. In teaching English Grammar, to what extent would you have exercises in parsing? What objects would you seek to accomplish by this phase of instruction?

GEOGRAPHY.—1. Locate Glasgow, and tell for what it is chiefly important. Where is Amsterdam?

2. Describe the climate and productions of Louisiana.

3. Account for the regular rise and fall of the Nile.

4. Name the four largest of the West India Islands, and tell to what country each belongs. What are the chief exports of Havana?

5. Sketch the Missouri River, showing what States and Territories it crosses or borders.

6. Locate three great cities of the world that are on or near one of the Tropic Circles.

7. Name all the States crossed by the Blue Ridge Mountains. What crops are adapted to the tide-water region of the South Atlantic States?

8. Specify three important regions of the United States in the production of salt.

9. Explain the commercial and manufacturing interests of Cleveland, by reference to the advantages of location for the one, and the sources of raw materials for the other.

10. What are the chief productions of Southern Russia? What seaport its chief point of exportation?

HISTORY.—1. What important document secured certain States in the Northwest from ever becoming the seat of slavery?

2. What conflict in political doctrine, as to citizenship, between England and the United States, lay at the foundation of the war of 1812?

3. Describe the connection of the discovery of gold in California with the Civil War.

4. What purchase during Johnson's administration, ridiculed at the time, is likely to prove of great advantage to the United States?

5. Has this country gained or lost by the Civil War? Give reasons for your view.

5, 15.

PHYSIOLOGY.—1. Give a full account of glands; their structure, function, etc. Describe the principal glands in the human body.

2. Discuss the skin; its structure, its hygiene, and the outgrowths from it.

50.

ANSWERS TO QUESTIONS PUBLISHED IN APRIL.

GRAMMAR.—1. *a.* The classes into which words are divided according to their use. *b.* Nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

2. By its use in the sentence.

3. *Who* relates to persons, *which* to things, and *that* to persons or things.

4. *Who* is applied to *persons*, *which* may relate to both persons and things, and *what* is used to inquire about things.

5. When it is the object of a transitive verb or a preposition.

6. Nouns whose plurals end in "s" add the apostrophe only. Nouns whose plurals do not end in "s" annex the apostrophe and the letter "s".

7. "They never fail who die in a just cause," is a complex declarative sentence, of which "They never fail" is the principal, and "who die in a just cause" is the subordinate clause. The sub. nom. *they* is modified by the relative clause. The pred. verb *fail* is modified by the adverb *never*. *Who* is the subject of the sub. clause, and also the connective: *die* is the pred. verb, modified by the prep. phrase "in a just cause."

8. The clause, "For those that fly may fight again": *that's slain* modifies *he*.

9. *a.* That custom *was* formerly quite popular. *Indefinite* past time is meant. *b.* What sounds *has* each of the vowels? *Each* is the subject and requires a singular verb.

10. A *synopsis* consists in giving an outline of the verb in all the modes and tenses, in *one person* and *number*. The *conjugation* of a verb consists in giving *all* the forms in all the modes and tenses.

GEOGRAPHY.—1. *a.* $23\frac{1}{2}^{\circ}$ north; *b.* $66\frac{1}{2}^{\circ}$ north.

3. Ural Mountains, from north to south; Caucasus, Himalaya, Pyrenees, Alps, all from east to west.

4. South through the Adriatic Sea, east through the Mediterranean passing south through the Suez Canal and Red Sea; through the Strait of Babel-Mandeb into the Gulf of Aden; southeast through the Indian Ocean and the Malacca Strait; northeast through the China Sea and Pacific Ocean to Tokio.

6. In passing due west from Indianapolis, the first appreciable change in climate is the increasing dryness. The mountainous districts are colder, with the atmosphere more rare and dry; while on the Pacific slope, rainfalls are abundant.

7. Local time is determined by the longitude of any given place. Standard time is an arbitrary division for convenience in running railway trains. By this method meridians 15° apart are selected, there being a difference of just one hour from one meridian to another, and

all places between these two meridians having the same standard time.

8. Hecla is in Iceland; Vesuvius in the western part of Italy; Popocatepetl, in the central part of Mexico; Katahdin, in the northern part of Maine; Black Mountain, in the western part of N. Carolina.

9. The ocean currents are due to the unequal heating of the globe. The heat of the tropical sun evaporates large quantities of water in the torrid zone, and the waters of the colder zones flow in to restore the equilibrium thus disturbed.

10. The soil of Ohio is generally fertile and adapted to agriculture; the climate is temperate and generally equable; the chief productions are coal, grains, flax, grapes, and pork.

PHYSIOLOGY.—The nutrient portions of the food, absorbed by either the veins or the lacteals from the stomach and small intestines, pass to the heart by one or the other of two routes. The portion absorbed by the *lacteals* goes through the mesenteries (where there is a slight change in color from white to pinkish), the *receptaculum chyli*, the thoracic duct, the left subclavian vein and the descending *vena cava* into the right heart. The portion absorbed by the *veins* goes into the portal vein, thence to the liver to allow the secretion of glycogen and bile, thence by the hepatic veins and the ascending *vena cava* also to the right heart. From the right heart the blood passes by the pulmonary arteries to the lungs, is ærated—giving off the carbonic acid and effete matter gathered from the destruction of tissues and receiving the oxygen to be carried to the tissues,—thence goes through the pulmonary arteries to the left heart, whence it is pumped through the great aorta and smaller arteries to the parts and organs of the body.

READING.—1. (For answer to this question, see April number of the School Journal.

2. Three things a pupil should have before attempting to recite a lesson in reading: *a.* Have an accurate knowledge of the word-forms as such; *b.* Have a clear knowledge of the meaning symbolized through these word-forms; *c.* Have a lively realization of the thought and the sentiment of the selection as a whole.

3. Monotony in reading is a fault; monotone, an adaptation of the voice to the character of the selection. The former is a lazy, laggard, expressionless utterance of words; the latter, an earnest, forceful expression of thought and emotion.

4. The punctuation marks serve to indicate the grammatical relations of words and sentences.

5. (For answer to this question see School Journal for September, 1885, p. 523),

ARITHMETIC.—1. Upon the principle that dividing both dividend and divisor by the same number has no effect on the quotient. $\frac{2}{4} = \frac{1}{2}$. When I divide the numerator by 2, I take half of the *number of parts*;

and when I divide the denominator by 2, I double the size of the parts; therefore the value is unchanged.

2. $(1 \text{ hr. } 20 \text{ min. } 24 \text{ sec.}) \times 15 = 20^\circ 6'.$ $90^\circ 25' \text{ W.} - 20^\circ 6' = 70^\circ 19' \text{ W.}$ Ans.

3. Forty-six and seven thousand twenty-one ten-thousandths, two hundred thousand three, seventy and three hundred hundred-thousandths, eight hundred nine and five thousand eight hundred hundred-thousandths, three hundred eight thousand five hundred four.

4. $129 - 76\frac{5}{9} = 52\frac{4}{9};$ $12\frac{1}{4} - 2\frac{2}{3} = 9\frac{7}{12}.$ $\frac{47}{8} \times \frac{7}{12} \times \frac{11}{12} \times \frac{43}{2} \times \frac{11}{2} = 559.$ Ans.

5. $40 \text{ A} = 6400 \text{ sq. rd.}$ $\sqrt{6400 \text{ sq. rd.}} = 80 \text{ rd.}$ Ans.

6. $\frac{3}{8}$ of $\frac{2}{3} = \frac{2}{5}.$ $\frac{2}{5}$ of steamboat = \$18,000, $\frac{1}{5} = \frac{1}{2}$ of \$18,000, or \$9000. $\frac{5}{5}$, or all, = $5 \times \$9000 = \$45,000.$ Ans.

7. $\frac{1}{3}\frac{2}{3}$ miles = 26040 ft. $26040 \text{ ft.} \div 15\frac{1}{2} \text{ ft.} = 1680 \text{ times.}$ $26040 \text{ ft.} \div 16.8 \text{ ft.} = 155 \text{ times.}$

1. $\left\{ \begin{array}{l} \text{The forward wheel revolves 1680 times.} \\ \text{The hind wheel revolves 1550 times.} \end{array} \right\}$ Ans.
2. 130 times more.

8. $\$195.25 \times .07 \times 2\frac{7}{8}$ yr. = \$40.47 + Ans.

9. (1) Multiply the numerator by integer; as, $\frac{3}{4} \times 2 = \frac{6}{4}$, or $1\frac{1}{2}.$

(2) Divide the denominator by integer; as, $\frac{3}{4} \times 2 = \frac{3}{2}$, or $1\frac{1}{2}.$

10. Quantity is anything capable of increase or decrease.

Figure is a character representing a definite quantity.

Proportion is an equality of ratios.

Interest is a compensation for the use of money.

Cube root is one of the three equal factors of a number.

QUESTIONS FOR EXAMINATION OF PUPILS

COMPLETING THE COURSE OF STUDY IN "THE COMMON BRANCHES"
OF THE COUNTRY SCHOOLS.

Prepared by the following Committee of the County Superintendents' Association: Jno. W. Holcombe, J. F. Snow, D. D. Fickle, S. B. Boyd, A. E. Rogers, D. J. Crittenberger, J. H. Henry, Douglas Dobbins, A. J. Johnson, H. M. Skinner. *Used on the Third Saturday of February, 1886.*

GEOGRAPHY.—1. Name the five great powers of Europe.

2. Where is the Island of Elba; the Island of St. Helena? Why are these islands famous?

3. Bound Central America, and name one of the independent republics forming part of that country.

4. Bound your county; name the townships. What is the approximate population of the county?

5. Name the largest and smallest independent divisions of South America, and give the capital of each.

6. Name the independent governments of Europe.

7. What kind of a government has Germany; France; Russia; Great Britain; Turkey?
8. Locate five important cities in the United States.
9. Where is Manchester; Lyons; Milan; Alexandria; Bombay?
10. Name the Territories of the United States.

ARITHMETIC.—1. Write seven billions, nine hundred twenty-seven million, and three thousand twenty-two ten-millionths. What are decimals?

2. A farmer hauled 267 bu. $22\frac{1}{2}$ lbs. of wheat in 12 equal loads; what did each load weigh?

3. What is the bank discount of a note of \$250, payable in 90 days, discounted at 8%? What are the proceeds? Process 5, ans. 5.

4. How must cloth costing \$3.50 a yard be marked that a merchant may deduct 15% from the marked price and still make 15% profit?

Process 5, ans. 5.

5. Change .625 to a common fraction, giving full explanation.

6. Describe the metric system and give two advantages it has over the common system of weights and measures.

7. A man owed \$500 and paid \$75 of it; what % of the whole amt. did he pay?

8. The base and perpendicular of a right angle triangle are 81 feet and 108 feet; what is the length of the hypotenuse?

9. Find the least common multiple and the greatest common divisor of 34, 51 and 102.

10. The difference of longitude between two places is $71^{\circ} 4'$: what is the difference of time?

GRAMMAR.—1. Define sentence, phrase and clause.

2. Name and define the classes of sentences in regard to form.

3. Analyze: His *finding* the enemy *was* a very *fortunate* circumstance. Parse the words in italics.

4. Explain two uses of the period, and give an illustration of each.

5. Write a sentence containing an objective clause.

6. Write the personal pronouns; the relative; the interrogative.

7. Write a sentence containing a transitive verb; a sentence containing an intransitive verb.

8. Give the principal parts of five irregular verbs.

9. Which parts of speech denote objects, either directly or indirectly; which denote qualities?

10. Correct, if necessary, the following, giving reasons for each:

He saw we girls laughing.

Let him and me go.

He said you and me could go.

Us boys were late.

The river banks are over-flown.

U. S. HISTORY.—1. What can you say of the Indians, regarding their physical features, habits, character?

2. Describe the government of the United States during the Revolution?

3. What amendments were made to the Constitution after the last war?

4. Give an outline of the events of 1862.

5. Give a brief account of Johnson's administration.

6. What nationalities settled Massachusetts and Virginia?

7. Name three members of President Cleveland's Cabinet, their positions and duties.
8. Name and define the departments of our government.
9. Describe the Missouri Compromise.
10. What is the difference between a Territory and a State? When did Indiana become a State; who is the present Governor; when, how, and for how long was he elected?

PHYSIOLOGY.—1. What is health, and how can it be preserved?

2. What is the composition of a bone? How does it vary?
3. State the benefits of bathing.
4. What is secretion?
5. Name the general divisions and the subdivisions of the bones.
6. What effect has alcohol upon the various tissues of the body?
7. Describe the ear.
8. In case of a severed blood-vessel, how would you determine whether it were a vein or an artery? How would you stanch the blood in either case?
9. What are the capillaries?
18. Where is the mucous membrane found?

READING.—1. What is monotone? When should it be used?

2. What is the parenthesis, and how should it be read?
3. Mention three American poets, and a poem of each.
4. Do pauses of the voice always coincide with the punctuation points? If not, what is to guide us in making such pauses?
5. What is pitch; force; rate?
6. Read a selection chosen by the teacher. 50.

GENERAL STATEMENT.—Copy and sign with full name the following statement, filling the blanks appropriately:

STATE OF INDIANA,

County of.....

School District No.....

ofTownship.

I am.....years of age, was born at....., in the State of.....; have been a pupil in the Public Schools for; and I solemnly declare that in the examination to-day I have not given or received aid in any manner whatever.

(Name).....

(Post-office).....

(Date)....., 1886.

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

BROOKS' MENTAL SCIENCE.

Subject: "The Will."——Pages 475 504

- I. TERMS TO BE UNDERSTOOD.—1. Election, choice, decision. 2. Cause and because. 3. Cause and motive. 4. "Materialistic school." 5. Fatalism. 6. "Fallacious feeling." 7. "I incline" and "I am inclined." 8. "Per se," "dictum necessitates," "ad infinitum." 9. "The Phillipics of Demosthenes." 10. The New Education. 11. A priori truth.

II. ITEMS OF PROFESSIONAL INTEREST.—1. The nature of childhood motives, p. 477. 2. Spontaneous relations of children, p. 480. 3. Free choice *vs.* compulsory school discipline, p. 481. 4. The culture of self-control, p. 498. 5. Criticisms of the new education, p. 499. 6. Importance of biographical study, p. 500. 7. The culture of obedience, p. 504.

III. QUESTIONS FOR SUPPLEMENTARY STUDY.—1. Materialism. 2. Freedom of the Will. 3. Fatalism.

IV. BIOGRAPHIES FOR SUPPLEMENTARY READING.—1. Diderot. 2. Jonathan Edwards. 3. Savonarola. 4. John Hampden. 5. Florence Nightingale.

V. SUMMARIES.—1. Functions of the Will. 2. Classes of Motives. 3. Arguments *for* Freedom of the Will. 4. Points of "Importance of the Will." 5. Principles of Will-training. 6. The Elements of Religion.

VI. EXTRACTS TOUCHING THE WILL.—1. "There is an instinct of justice in the human mind."—*Brooks*.

2. "The will is the man, in the truest and highest sense of the term."—*Munsell*.

3. "Sir, we *know* the will is free, and there is an end of the matter."—*Johnson*.

4. "Volition is always preceded by desire."—*Alden*.

5. "Choice presupposes both intellect and sensibility."—*Hopkins*.

6. "External objects are not motives; but may be the occasion of motives."—*Alden*.

7. "It is sometimes better to decide unwisely than not to decide at all."—*Brooks*.

8. "Thought, feeling and volition, express the order in which action ordinarily occurs."—*Bascom*.

9. "One of the most important benefits derived from a study, is the culture of habits of hard, steady, persistent and self-reliant labor."—*Brooks*.

10. "The growth of will shows itself most conspicuously in the increase of prevision or foresight."—*Sully*.

11. "The ability to check impulse, or postpone action, and to deliberate and choose, is the characteristic of a calm, enlightened and regulated will."—*Sully*.

NOTE.—For additional reference, see the paper read by Prof. S. S. Parr, at last State Teachers' Association. RICHARD G. BOONE.

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ENGLISH LITERATURE.

Smith's Studies — Pages 349 - 427.

MILTON.—(a) Periods of literary life. 1. Early manhood—he wrote, "On the Morning of Christ's Nativity," "L'Allegro," "Il Penseroso," "Comus," and "Lycidas." 2. Middle life—his prose

treatises, among which are, "Areopagitica; or Speech for the Liberty of Unlicensed Printing," "Tractate on Education," "Tenure of Kings and Magistrates," "Divorce." 3. Old age—"Paradise Lost," "Paradise Regained," "Samson Agonistes."

(b) Style:—He created the Epic in England; he gives some of the highest examples of the poetry of natural description in his earlier poems. All that he wrote is characterized by loftiness and sublimity, thus harmonizing with the grandeur of his personality. He stands alone, a link between the Elizabethan writers, differing from them in the absence of the dramatic element, and the later school of Dryden, Pope, etc. He represented Puritan England, and in no sense embodied any of the coarseness and sensuality of the Stuarts. He praised above all chaste lore, piety, generosity and heroic force. "Paradise Lost" furnishes the finest examples of the sublime. The central figure of the poem, Satan, is the most gigantic conception of literature. "Comus," probably his masterpiece, is a eulogy of virtue.

Welsh says of Milton: "By the purity of his sentiments and the sustained fulness of his style, he holds affinity with Spenser, who calmly dreams; by his theme and majesty, with Dante, who is fervid and rapt; by his profundity and learning, with Bacon, who is more comprehensive; by his inspiration, with Shakespeare, who is freer and more varied; but in sublimity he excels them all, even Homer."

BUNYAN.—(a) Style: He was the great master of allegory. He employed simple, idiomatic forms of expression, using, it is estimated, ninety-three percent of Saxon words. The Bible was his chief source of inspiration.

(b) Influence: "Pilgrim's Progress" is said to have been read in England more than any other book, except the Bible. He was one of the people, and appealed to them in simple, strong language. Taine says of Bunyan: "He has the freedom, the tone, the ease, and the clearness of Homer. He is as close to Homer as an Anabaptist tinker could be to an heroic singer, a creator of gods. I err; he is nearer: before the sentiment of the sublime, inequalities are levelled. The depth of emotion raises peasant and poet to the same eminence; and here, also, allegory stands the peasant instead. It alone, in the absence of ecstasy, can paint heaven; for it does not pretend to paint it."

DRYDEN.—Style: He was a satirist of the highest order. He was the first of the new school of poetry. His greatest gift was the gift of the right word. He is incomparable as a reasoner in verse. That correctness of style, for which the poetry of the Restoration was so remarkable, was not as well sustained by Dryden as by Pope. While he satisfied the popular demand by writing dramatic poetry and gave vent to the most bitter invective in his satires (notably in "Absalom and Achitophel"), in his old age he produced, perhaps, the greatest lyric in the English language, "Alexander's Feast. This lyric and

Milton's Lycidas are fit to be compared. What was said of Rome adorned by Augustus, has been, by Johnson, applied to English poetry improved by Dryden: that he found it of brick, and left it of marble."

EMMA MONT. McRAE.

GENERAL HISTORY.

Barnes' General History——Pages 506-600.

The following outlines cover the remainder of the volume. It can hardly be expected that all the work will be performed in the present month, yet it is thought that convenience will be promoted by presenting in one paper the entire subject.

No revolution in manners and morals was ever more remarkable than that which attended the Restoration in 1660. The demoralization of literature and of the drama was consistent with a court of Oriental voluptuousness, but in most vivid contrast with the grim austerity of the Puritan reign. The Great and Glorious Revolution of 1688 presents a singularly intricate and interesting study to the student of politics. The satire of the ditty—

"King William was King James's son,"

is familiar to all in America. The days of the sweet and lovable Queen Anne were the Augustan Age of English literature. As to title, Anne was the last Queen of England and the first Queen of Great Britain, for the entire island was now united in a single kingdom.

The rise of the Empire of Russia was one of the marvels of the world in the last century. The semi-barbarous Khanate of the Muscovites adopted western civilization, became European, and advanced like a whirlwind over the East. Much of this wonderful development of power was due to woman's work. Inaugurated by Peter, it was carried on through most of the century by the four great Empresses—Catharine I, Anna, Elizabeth, and Catharine II,—tales of whose lives are like the wild, weird stories of Eastern romance. The Madman of the North acts a part in the same great drama, as do the great Frederick of Prussia and the Empress Maria Theresa. America achieves her freedom. The terrible French Revolution marks the closing years of the century of blood.

The present century has been the era of the world's most rapid development in industries, in science, and in all the higher forms of civilization. As it opens, the turbulence of France has found its master in the most remarkable man of modern times. Napoleon conquers nations and reorganizes Europe. The most tremendous conflict of ages is ended at Waterloo. The Bourbons are endured for a time; the single King of the French marks a transition period in French history. Napoleon III is accepted as an experiment. The Republic is re-established with renewed hope, and its permanence is secured through the death of the ill-fated Prince-Imperial.

The Holy Roman (German) Empire is dismembered in 1806. The kingdom of Prussia, humbled by Napoleon, rises through a series of triumphs in arms to the first place in Germany. Bitter memories are drowned in the splendid triumph of the German States over Imperial France, and the Prussian King becomes the German Emperor in 1871.

In 1801 Great Britain and Ireland are joined, to form the United Kingdom. Later, the Test Act is repealed, and many "rotton boroughs" are abolished. The Corn Laws are repealed. The Allied Powers win glorious victories in the East. The Sepoy Rebellion threatens to drive the British from Asia. Some of the most terrible tragedies of history are enacted in the Indian Empire. Victory rests with the unconquerable British, and their Queen is declared Maharajah of India.

Step by step the fragments of Italy are united. The liberal Pope is driven from his throne, to return an absolute ruler. Count Cavour directs the game upon the political chess-board. The Red-Shirted Thunder-bolt of God wins the battles. The first Ecumenical Council for centuries assembles, and the Pope is declared infallible. Cavour's triumph comes after his death, and Italy is united under the son of Charles Albert. It is the age of consolidation and centralization. Union triumphs among the States of Germany, among the States of Italy, and among the States of the American Republic. Bismarck, Cavour, Garibaldi, and Grant are names that will ever be associated with the triumph of the national principle of the age. Slavery has been overthrown under William IV, Alexander II, and President Lincoln. Inventions that are wonders of the world succeed one another with marvelous rapidity. Industries are multiplied beyond computation. Literature and education are popularized in all nations. The world is for the people, not for its rulers only.

MISCELLANY.

The Freshman Class of the State University now numbers over 100.

THE CENTRAL NORMAL, at Danville, is unusually full and is in every way prosperous.

H. F. Wilkie, Supt. of the La Gro schools, will open a six-week normal May 17th.

Petersburg has closed a successful year's work, with A. C. Crouch as superintendent.

QUERY.—Sold $\frac{3}{4}$ of an article for what the entire article cost; what was my rate of profit?

Pres. D. S. Jordan lectured at the State Normal School on April 16. Subject—"Darwin."

BROWNSTOWN has closed a successful year, graduating eight from its high school. C. L. Hottel is in charge.

OAKLAND CITY.—Supt. N. C. Johnson closed his school year with an exhibition of school work—an excellent idea.

The Normal at Logansport has increased its attendance to more than two hundred, and prospects are bright for the future.

The fifth term of the Acton normal was opened March 29, with the largest attendance on record. E. H. Hinshaw, principal.

The Scott County Normal will open in Scottsburg July 19 and close August 27th. Whitson, Chambers and Erwin, instructors.

UNION CHRISTIAN COLLEGE, at Merom, Ind., is reported as prospering this year beyond its usual wont. It deserves liberal patronage

The De Pauw Normal School has opened with a greatly increased attendance, and Bro. Parr and his associates are feeling correspondingly happy.

Henry Cohn, director of the Chicago School of Languages, will open a summer school of languages at Racine, Wis., July 6, and close August 13th.

LA GRANGE COUNTY.—The schools of this county averaged seven months in length this year. Supt. E. G. Machan is keeping things in good working order.

FRANKLIN COLLEGE is closing the most prosperous year of its entire history. Pres. Stott and his associates are doing a work worthy of hearty commendation.

WORDEN INSTITUTE, situated at New Providence, has opened with a good attendance and the prospects for the future look flattering. Frank M. Stalker is the principal.

QUERIES.—Give complete list of the poet laureates of England. Was the present Constitution of the U. S. a revision of the old, or a new work? A full answer desired.

WINCHESTER.—The schools under the supervision of E. H. Butler have had an unusually prosperous year. The high school graduated 10 boys and 3 girls. Good for the boys.

Purdue University has received over forty additions to its Preparatory Class for the review term commencing March 29, thereby increasing its enrollment to 305 for the current year.

COUNTY SUP'TS CONVENTION.—The County Sup'ts will hold their State Convention on Wednesday, June 2, at 2 o'clock P. M., in the lecture-room of Plymouth Church, Indianapolis.

ANTIOCH COLLEGE, Ohio, whose first president was Horace Mann, reports the largest attendance and the most successful year since the days of ye olden time. D. A. Long is the present efficient president.

Prof. D. W. Dennis, of Earlham College, has recently made the tour of the other Indiana colleges, taking notes of their laboratories and apparatus. Earlham will reap the benefit of his close and critical observations.

BLUFFTON will graduate from its high school a class of *thirty-four*—19 boys and 15 girls. Excepting two or three of the larger cities this is the largest class in the state. The size of the class is accounted for not on the ground of a low standard, for the course is four years and the standard is high, but on the ground of the popularity of the Principal, P. A. Allen, who draws from the outside.

By invitation of the Terre Haute teachers, Prof. E. E. Smith, of Purdue University, lectured to them on April 17. Subject—"Dante." Prof. Smith also lectured at Stockwell on the 23d. Subject—"The Teacher and Life."

The State Normal is full to overflowing. More than 600 have been enrolled already this term—a number never before reached at the same date. The school is in excellent condition, as the writer can testify from personal observation.

PADUCAH, KY.—At a high school entertainment \$185 were realized for the purchase of a reference library. This was under the direction of Supt. Eli F. Brown, formerly of Indiana. Mr. Brown has been re-elected at an increased salary.

ST. JOSEPH COUNTY has just closed its schools (country) for the year after a successful term of *eight months*. There are sixty graduates from the district schools. Supt. Moon has made the grading in his schools a complete success.

The Indianapolis Business University, conducted by Messrs. Trook, Heeb & Redman, is a business school conducted on honorable business principles, and is worthy of liberal patronage, which can not be said of all such schools in Indianapolis.

Prof. A. W. Stahl, of the U. S. Navy, has been given his fourth year on shore by the Secretary of the Navy, in order that Purdue University may get the benefit of his valuable services. He is at the head of the Department of Mechanics and Engineering at Purdue.

THE STATE UNIVERSITY was never in a more prosperous condition. The attendance this year exceeds any previous year. The number in the College Classes is 45 more than the number last year, while the Freshman Class has reached the unprecedented number of 101.

MEMORY GEMS is the name of a little collection, published by Prof. G. W. Hoss. They are well selected "gems" from the best authors, and are interspersed with quite a good many original "gems." It is richly worth the 10 cents it costs. Prof. Hoss is now at Baldwin City, Kansas.

W. N. Hailman, Supt. of the La Porte schools, will conduct a summer school of Primary Methods at Grand Rapids, Mich., beginning July 19 and closing August 15th. Mr. Hailman has been devoted to kindergarten and primary methods for many years, and is eminently qualified to conduct such a school.

The bill for the benefit of the Agricultural Colleges of the United States, giving each \$15,000 per year from the national treasury, will be quite a boom for these institutions. Purdue University, this state, will reap the benefit of the bill, should it pass the Senate. It has already passed the House of Representatives.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION will be held this year at Maxinkuckee Lake, June 29-30 and July 1. All the arrangements are not yet completed, but will be announced in the June Journal. This is the finest lake in the state and the meeting should be large. It is on the line of the Vandalia road running from Terre Haute to South Bend.

THE READING CIRCLE,—The board at its recent meeting adopted the following books for the coming year: Watts on the Mind, Lectures on Education by W. N. Hailman, and Green's Short History of

the English People. The first two books named are small, and the year's work will be much lighter than that planned for the two previous years. The date of the annual examinations has not yet been fixed. Circulars giving full particulars will soon be issued.

ANSWER TO PROBLEM IN THE APRIL JOURNAL.—“If you borrow \$90 from one man and buy a horse, then sell the horse for \$100, and pay your \$90 borrowed money, you would have \$10 left.

If you borrow \$95 and buy the same horse, and again sell him for \$100, paying the \$95 borrowed, you would have \$5 left. In the two cases, \$15.”

This answer was given in two minutes by a pupil in the Spencer schools.

OWENSBORO, KY.—Recently the question of levying a tax for the purpose of building a new school house was submitted to a vote of the people. On the day of the election the trustees ordered the superintendent to dismiss the schools, and soon the streets, business houses and offices were thronged with the little urchins, who had the printed notices calling attention to the election pinned all over their hats and clothing, and they beset every voter with such persistence that he had to go and vote to protect himself from them. The result is not hard to guess. The tax was voted *by a large majority*, and Supt. A. C. Goodwin (formerly of Indiana) is now looking up plans for the new school house.

FRENCH EXERCISES.

The following is the best translation of the French exercise printed in the Journal last month :

TRANSLATION.—“When I was seven years old,” says Benjamin Franklin, “my friends, one holiday, filled my pockets with pennies. I went directly to a store where playthings were sold; but, pleased with the sound of a whistle which I saw on the way in the hands of another boy, I offered him all my money for it. I then returned home and whistled about the house well satisfied with my whistle but disturbing the whole family. My brothers, sisters and cousins told me, concerning the bargain I had made, that I had given for my whistle four times what it was worth. This made me think of all the nice things I might have bought with the remainder of the money. They teased me so much on account of my foolishness that I wept in vexation, and the thought gave me more grief than the whistle had given me pleasure.

The impression which remained in my mind has often been useful to me since; for frequently when I have been tempted to buy something which was not necessary, I would say to myself: Don't give too much for the whistle; and I saved my money. In observing the acts of people, I believe I have met a large number, a very large number, who gave too much for their whistle.”

ESSE BISSELL DAKIN.

South Bend, Ind.

EXERCISE.—Please translate the following into French, and send translation to Prof. Arthur Jaillet, Indianapolis. The best translation will be printed in the Journal, with any necessary criticisms.

“A boot-black who used to take his stand before the hotel de Nivernois, at Paris, possessed a large poodle dog which had the extraordinary talent of procuring custom for his master. This animal would dip his large woolly paw into the kennel and put it upon every foot that came near him. The boot-black was, of course, ever ready to offer his stool and brushes, with an invitation to the person bedaubed to take a seat and have the filth wiped off his shoe. As long as the dog saw his master employed he would lie quietly by his side, seeming to know that he could not clean two pairs of shoes at a time; but as soon as he saw him unoccupied, he went on with his business. The sagacity of this extraordinary animal became the conversation of the servants of the hotel, and from the kitchen, his fame soon mounted to the drawing-room. A wealthy Englishman, who happened to be on a visit at the hotel, was so delighted with the wonderful abilities of the poodle that he offered the boot-black ten guineas for him; but the master loved his dog, and would not take the money offered. The gentleman doubled the sum; this was too great a temptation—he dropt a tear over his dog, took the money, and gave up his faithful companion. The dog was immediately taken to London with his new master. Fourteen days after, when the poor boot-black had passed a very melancholy day, not having had a single shoe to clean, which of course made him doubly regret the loss of his dear dog, the poor animal came bounding towards his old master, licking his face and hands, and howling forth his joy. The satisfaction of the boot-black can not be expressed. “My dear fellow-workman,” said he, rapturously kissing his dog, “we’ll part no more; the Englishman may take his twenty guineas again. I would not part with thee for a hundred times that sum.” It was ascertained that this poor dog had leaped from the packet at Calais, swam to the shore, and traveled back to Paris in six days. The poor animal was almost starved on his arrival, having probably eaten very little during his journey.”

PERSONAL.

B. F. Wissler is superintendent at Hagerstown.

E. C. Olcott has closed a successful year’s work at St. Paul.

W. M. Croan, formerly of this state, is rejoicing in the prosperity of his normal school at Shenandoah, Iowa.

W. W. Byers is still principal of the Terre Haute high school. The school numbers 300 and is in good condition.

E. A. Bryan, Prin. of Vincennes University, will accept a few engagements for institute work in July and August.

A. N. Crecraft, the new Supt. of Franklin county, will hold a summer normal, beginning July 26 and closing September 3.

Henry H. Miller has just closed his eighth year at Bremen, and has kept pace with the progress made in that time.

W. T. Fry, now agent for Ivison, Blakeman, Taylor & Co., has changed his address from Crawfordsville to 149 Wabash Ave., Chicago.

O. P. McAuley, former Supt. of Owen county, is now one of the faculty of the Valparaiso Normal School. He is a good man in a good place.

I. W. Fitch, formerly publisher of the *Practical Teacher* (Chicago) and later western agent for E. L. Kellogg & Co., is now with the publishing house of Law, King & Law, Chicago.

James G. May, of Salem, is now the oldest active teacher in the state. He has taught over 11,000 days = to 55 school years of ten months each—and is still teaching, and doing it well.

W. H. Elson, Supt. Parke county, has taken hold of the Reading Circle work in earnest. He will prove a valuable addition to the Reading Circle Board. He is the right man in the right place.

Charles E. Hodgins, formerly of the Richmond Normal School, is teaching a successful private school in Albuquerque, New Mexico. His wife's health is much benefited by the climate of that place.

Mr. W. M. Rank, for many years one of the most faithful and efficient teachers in the La Fayette public schools, has resigned his position to accept a more lucrative one in a bank at Haldredge, Neb.

Lewis H. Jones has been re-elected Superintendent of the Indianapolis schools for next year. Mr. Jones has done eminently satisfactory work this year. He has the confidence of the board, the teachers, and the public.

John W. Love, Supt. of the Montezuma, Parke county schools, has accepted a position in the Richmond Normal School for the spring and summer terms. He will add strength to the already strong teaching force of that school.

R. G. Boone, Supt. of the Frankfort schools, has been made president of the Reading Circle Board. This was a proper thing to do. Mr. Boone is one of our ablest superintendents, and is devoted to the Reading Circle work.

Miss Hattie Morgan, a popular teacher of Edinburg, on a recent Saturday, quietly went up to Franklin and married C. H. Burton, a Denver attorney. She will finish her school and then "go west." She keeps *all* her engagements. *Good.*

D. W. Thomas, for thirteen years Supt. of the Wabash schools, has been elected Supt. of the Elkhart schools, at a salary of \$1600. Mr. Thomas is an earnest, able superintendent, and this is a fitting promotion to a larger place at a larger salary.

J. D. White, one of the leading teachers in Decatur county, has purchased a half-interest in *The New Era*, published at Greensburg. Mr. White has energy and ability, and will doubtless make a success of his new enterprise. In him the fraternity loses one of its most efficient workers.

MARRIED.—H. B. Brown, Prin. of the Valparaiso Normal School, has at last done what the Journal has been advising him to do for some years—he has *married*. The lady of his choice was Miss Neva Axe, who has for some years past been Mr. Brown's Secretary. She is a lady of superior intelligence, of fine personal appearance, and charming manners. The groom has done *well*—in fact the Journal is inclined to think that both have done well. Mr. Brown and wife are now in California, and will not return till June 1st. This is Mr. Brown's first

vacation in thirteen years. In his absence the school is going on "booming," under the direction of Mr. Brown's associate principal, O. P. Kinsey. The school was never in a more prosperous condition.

BOOK TABLE.

THE CURRENT, the literary paper of Chicago, made an "Easter edition" of 100,000. This shows enterprise. No paper in the country can boast an abler corps of contributors.

THE CENTURY, published by the Century Co. of New York, is at the head of monthly magazines and exceeds all others in circulation. It commands the best talent and is published in the most attractive style.

FARM AND LIVE STOCK, is the name of a new paper started at Indianapolis. It proposes to make a specialty of live stock. The first numbers look very well indeed and is "cheap as dirt" at its price—50 cents a year. The editor and publisher is Chas. M. Walker.

LANGUAGE LESSONS IN ARITHMETIC: By Ellen L. Barton. Boston: Ginn & Co.

The above is a very ingeniously arranged little book on primary arithmetic. The author takes the ground that arithmetical language is not well adapted to children, and so the effort is made to put examples in such language as shall secure interest and thought on the part of the child. The author is certainly a skillful teacher.

FIRST LESSONS IN PHYSIOLOGY AND HYGIENE; with special reference to Alcohol, Tobacco, and other Narcotics: By Charles K. Mills, A. M., M. D. Philadelphia: Eldridge & Bro.

This is a new book on this important subject, and one of the best. The language is simple, and technical terms are as far as possible avoided. The effects of alcohol and narcotics are given in connection with the various subjects as they occur, and then in addition a distinct chapter on the subject is placed in the appendix. The mechanical work of the book is excellent.

GRIM'S KINDER-UND HANSMARCHEN: By W. H. van der Smissen, M. A. Boston: D. C. Heath & Co.

In this charming selection of "tales" Cinderilla, Little Red Riding Hood, and the Sleeping Beauty are placed first; thus the subject-matter is familiar and the interest heightened. The notes and glossary are very full, and helpful suggestions are also given. The tales are printed in Roman rather than German characters, something new in this country, but a custom which is gaining ground in Germany. This is a very desirable little book for any one beginning to read German.

ELEMENTARY HISTORY OF THE UNITED STATES: By G. P. Quackenboss, LL. D. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

Quackenboss's old history was one of the best ever written. His revised and illustrated edition corrects the few defects of the old and brings it down to date. This elementary book is not a skeleton of the larger book, but a series of stories giving the important events and features of the history, omitting largely dates and figures. It is a pleasing little book, and deserves its full share of patronage.

EDUCATION: A magazine devoted to the science, art, philosophy, and literature of education, since it has fallen into the hands of Wm. A. Mowry, has been changed from a bi-monthly to a monthly. Mr. Mowry is one of the strong men in the educational field, and he is well qualified to edit a magazine of this high order. To any one wishing to study the higher or deeper phases of educational problems, *Education* will be a valuable acquisition. It has an able corps of contributors. Address the editor at Boston, Mass.

TOKOLOGY—A BOOK FOR EVERY WOMAN: By Alice B. Stockham, M. D. Chicago: Sanitary Publishing Co.

This is one of the most important books recently published. It treats of matters not to be discussed publicly, but of vital importance to every woman and every man as well. It treats of subjects concerning which there is little discussion and consequently much ignorance, and they are treated in a frank, straightforward manner that is highly commendable. Mrs. Stockham, the author, is a practicing physician of high standing and is good authority on the subjects under consideration.

LESSONS IN CHEMISTRY: By Wm. H. Greene, M. D. Philadelphia: J. B. Lippincott & Co.

This book forms one of "Lippincott's Science Series." It is up with the most advanced thought of the science and with the best method of teaching it. It recognizes the fact that chemistry is peculiarly a study of observation, and that the natural method of teaching it should be, first, observation of facts, and second, explanations suggested by those facts. The author wisely takes the ground that the school study is not so much to make chemists, as it is to teach what chemistry is, what it has done, and can do, and thus to arouse an interest in the subject and a love for it. The book is one of the best, and will repay a careful examination.

BARNES'S COMPLETE GEOGRAPHY: By James Monteith. A. S. Barnes & Co., New York and Chicago. Cyrus Smith, Indianapolis, agent for Indiana.

This book is just out and is the handsomest school book that has ever come to this office. It combines physical, descriptive, commercial and industrial geography, and gives prominence to essential facts. It gives a record of recent discoveries not found in other geographies. Its trans-continental views are very fine and very valuable. Its plan of showing comparative areas, latitude, temperature, time of day, elevation of surface, etc., is a highly commendable feature. It introduces subjects according to the observational and deductive methods. Its maps are simply elegant. It does one's eyes good to look at such a book.

BUSINESS NOTICES.

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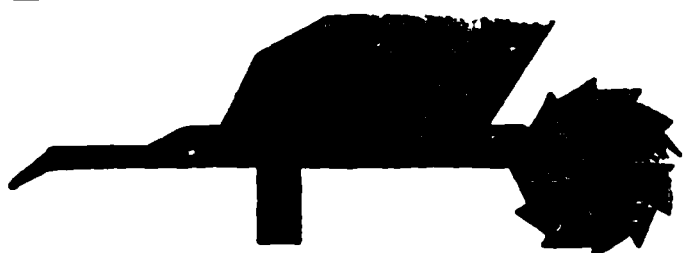
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GROWTH AND BENEFITS OF READING CIRCLES.

HUBERT M. SKINNER.

ONE who reads the sparkling comedies of Van Brugh and Shadwell and Fletcher can not fail to receive with many grains of allowance any of their portraitures of the English society of their day. They were masters of burlesque. Their exaggeration and caricature are gross and palpable. Perhaps no picture which they drew appears to be more outrageously libelous than that of the clergyman. It would seem impossible that, in the social gatherings of representative people, where attorneys and counselors, physicians and authors were the boon companions of baronets and lords, the minister was excluded from the best of the feast over which he had invoked the divine blessing, and expected to associate with the servants in the kitchen. It seems incredible that he should never aspire to the hand of a maiden of higher social rank than a cook. Yet Macaulay has shown that these representations were generally truthful and correct, so far as the clergy were concerned, and has furnished additional pictures of the desperate condition of the English rectors of two centuries ago. And the great Irish Dean declared that even in his day a pastor was deemed an undesirable suitor for an ignorant waiting maid, unless the character of that maid had been so injured by scandal as to preclude all hope of her catching a butler or steward. And these were the ministers of the Established Church—the noblest ecclesiastical organization of which the English gentleman could conceive.

Under circumstances which must have rendered him an object of compassion or of contempt to the very servants of great houses, the faithful pastor labored and struggled. Through generations the inherent nobility of the ministerial calling asserted itself; and it has long been splendid in its social influence, its intellectual and moral power, and its temporal endowments.

The advancement of any department of labor from a humble rank in the scale of human occupations to one of influence and power commensurate with its character and importance, is an interesting study, and one of special import to the instructors of youth. The recognition of the teacher's work as a profession is a great step in our educational progress. The tardiness of this recognition and the multiform obstacles to success in this work long degraded it to a place among the more menial employments. Judged by its past history alone, there would seem to be little inducement to men of a high order of ability—or indeed to men of mediocre talent—to make a choice of teaching as a profession. Yet I am conscious that I am now addressing a very peerage of professional men; that unfavorable conditions have not sufficed to exclude from our calling those who would adorn the pulpit and the bar, and who are ornaments of society—but rather, that the educators of America have asserted the true dignity of their vocation.

It is unnecessary to relate at length the causes which have restricted the influence and independence of the teacher, and retarded his progress—the smallness of his pay, the want of coöperation, the uncertain tenure of place, the absence of a popular appreciation. Nor is it worth our while to discuss whether, in the past, the greater burden of responsibility for these has rested with the law-makers, with society, or with the teachers themselves. We are here to consider the needs and the duties of the present and the future. A recent characteristic utterance of a noted educator, the president of the Normal School located among the scenes of my earlier labors—Col. Parker, of Chicago—is illustrative of the thought I would express. “Why do we complain that we, as teachers, are kept down; that our salaries are poor; that we, like ‘Poor Joe,’ must ‘move on’ so frequently; that it is a ques-

tion whether teaching is a profession or a trade; that we take rank socially below the minister, the lawyer, and the doctor; that the school boards and parents refuse to allow us to *educate* the children; that newspapers and learned authorities pour such a flood of criticism upon our work; that we must look beyond this world for the reward of our patient toil.

The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.

What we complain of are realities, and terrible realities, too. I suppose it is owing to the fallen or weak nature of man that he seeks for causes of every evil outside of himself. * * We are here to make conditions. Complaints of others and of circumstances sink into complaints of self when we catch one glimpse of the immense possibilities for improvement in ourselves and in our pupils."

The present day is characterized by an educational awakening. Great progress has been made in securing efficient school supervision and direction in the city, the town, and the county. Noble institutions for normal training have been established. System and uniformity of standard have been wrought out in many of the States. Best of all, a professional spirit has been aroused. The evidences of such a spirit are everywhere discernible.

A new department of letters—a pedagogical literature—is developing in America, and with surprising rapidity and strength. Educational journalism is taxed to make record of the gatherings of educators and the discussions of educational topics by learned and practical men. We observe everywhere the growth of co-operation and union, and evidence of earnest thought; nor is such observation confined to our own land. Like an attorney who would consult no report, decision or code, like a physician who would read no publication of recent medical progress, is the teacher without the spirit of his profession. The day of such teachers is rapidly passing by. Legions of them have given place to the men and women of progress; and those who remain are

Only waiting till the shadows are a little longer grown.

The master teachers of the present century seem to have been

conscious that they were laying the foundations of a better theory and practice—of a better art. It was not enough that they exemplified their principles to their contemporaries. They left to posterity an enduring record of their attained results. When the spirit of Pestalozzi ascended to its native stars from the frozen crags of Switzerland, he left behind not only the memory of his life and work, but also the inestimable volume which he in his poverty had written upon the soiled leaves of an old ledger. When Page fell in his young manhood, a martyr to the cause of the normal school and of a better education, he bestowed upon his followers the legacy of his Theory and Practice. Horace Mann contributed to the professional classics a world-summary of educational ideas in his Seventh Annual Report, and a master-piece of wisdom in his Tenth Report. Froebel, of Prussia, and Cousin of France, wielded a like enduring influence upon educational progress. About the nucleus of their writings the professional literature has grown and expanded. What they said has been repeated in countless ways. The thoughts they uttered have been thought over and discussed from every standpoint. Together with the principles of teaching, the science of the mind has been developed and popularized as the true concomitant and correlative of pedagogical study and investigation.

Thus the progress of ideas has gone on, from the beginning of the educational reformation. Awakened by the coarse and ribald satire of Rabelais; attracted by the well-meant endeavors of that paradox of moralists—Rousseau, whose work did not escape the archiepiscopal denunciation; stirred by the influence and illuminated by the light of Pestalozzi's teachings, and by their supplementing in Froebel; kept aglow by the zeal of Cousin and Mann and Page; and now engaged by the philosophy of Herbert Spencer, the spirit of educational progress has kept its way.

Not as a chimerical plan for eradicating or surmounting the difficulties that have been mentioned, not as an organization for the exhaustive study of the biographies, history and technics of the literature whose development has been briefly traced, but as a means whereby the teacher may receive aid from the experience and thought of others, and attain to a broader culture—as

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an outgrowth, in fact, a *natural result* of the spirit of the time, the Reading Circle has been instituted.

Associations for reading and culture are not new. When Franklin founded in Philadelphia the first circulating library, he made of the Quaker City a large reading club. Self-taught himself, he never imagined that all learning was locked up in the schools. His memories of hours of profit in the dingy old chandlery taught him to estimate aright the possibilities of home culture. In the Book of Nehemiah we are told how a great work was accomplished by men who build each in front of his own home, as they wrought on the wall. When Franklin, in 1732—the memorable year of Washington's birth—placed within the reach of the Philadelphians the means of home culture, he was following Nehemiah's plan. So when Dr. Vincent and his co-laborers wrought out the design of Chautauqua—a people's university of which each home might form a part, they wrought on Nehemiah's plan. In many of the States—I wish I might say in every State—ample provision is made for township, town, and city libraries, as auxiliaries of education. In these libraries teachers have been especially interested. They possess, generally, the habit of reading. As a class, they read and reflect. A common course of reading for the teachers of Ohio was marked out in 1882, and the teachers were generally enrolled in a reading club, for the purpose of uniformity of work. The course for the year was extensive and largely elective, including many volumes. It afforded helpful direction for the reading of leisure hours. Wisconsin claims to have suggested a similar plan at an earlier day. And here again was Nehemiah's plan.

Courses of professional and general home study for teachers are not new. The necessity for something more than general reading—for study and investigation—was earnestly urged by one who, more than any other, perhaps, has influenced the teachers of America by his words of counsel, and who realized in his own person to an eminent degree the teacher's ideal. Page clearly saw that much must depend upon the spirit of the teacher. With the statement of this truth he commences his work. It is the key-note of his utterance. He saw that as the

true teacher's spirit is one of inquiry, of earnestness and of progress, it requires a special knowledge of the work to be done; it should be guided by some knowledge of the reformation and the progress and the literature of the art; it may be kindled to enthusiasm by looking over the life-work and experiences of the masses. Nor was he less positive in his assertion of the teacher's need of advancement in general culture and information. He argues that every teacher should pursue these two lines of study—professional and general. He anticipates and answers objections to the plan. He even calculates the number of hours per day which the teacher may profitably devote to these studies. For the professional work, indeed, he outlines a course; and he offers suggestions as to the subjects for general study. In the years that have passed since his book of counsels first came from the press, his precepts have led as his example has drawn.

What, then, is new in the Reading Circle movement? State organization for this special purpose is new. The spreading out of the elevating influence to reach the mass of the teachers, uniformity of plan, and coöperation—these are new features of an old work. Page did not fail to point out to teachers the benefits of uniting, yet he seems never to have entertained the idea of a state organization for the purpose of carrying out his suggestions as to study; nor was this to be expected in decentralized New England, where the school system itself was local rather than general in its nature.

To the best of my knowledge, the oldest of the Reading Circles—that is, the oldest state organization of that name—based on the precepts of Page and having in view the advancement of the teacher through systematic study at home, is the Reading Circle of my own State. Understand me, I do not question the priority of the Ohio organization of similar name. Apart from the difference in name, there is a material difference in purpose. The Indiana organization did not contemplate simply a direction of the reading of leisure hours, but a plan for systematic study and investigation. It did not suppose the teacher to have access to a library for the books or to possess any considerable library of his own for the purpose. It directed

him to procure a very few text-books annually, and to bestow upon them careful attention and earnest thought. Since the Indiana plan has been more or less closely followed in other states of the West, I trust it will not be considered improper to present here some of the important features of the Reading Circle in that State. It had its origin in the State Teachers' Association at its meeting of December, 1883, when the following resolution was presented by W. A. Bell, and unanimously adopted:

Resolved, 1. That the Association proceed at once to take the necessary steps to inaugurate an organization among the teachers of Indiana for reading and study, to be known as "Indiana Teachers' Reading Circle."

2. That this Circle be under the care and direction of the Indiana State Teachers' Association, which shall make rules for its management, arrange its course, direct its examinations, and confer such honors as it may determine.

3. That this Association proceed to choose a Board of Directors, to which shall be entrusted the selection of a course of professional and literary reading, the issuing of certificates of progress, and the granting of diplomas as evidence of its completion.

4. The Board of Directors of the Indiana Teachers' Reading Circle shall consist of eight members, selected by the Association from its own members, two of whom shall serve for one year, two for two years, two for three years, and two for four years; and hereafter two members shall be elected annually to serve for four years. The Board of Directors shall select its officers, arrange its meetings, and record and publish its proceedings.

A committee of the Association selected a Board of Directors. These, in March, 1884, adopted a plan of organization, or Constitution, which has not been amended to the present time. This plan provides for county and neighborhood organizations under the direction of the county manager, who is generally the county superintendent; for a central State Bureau, located at the Department of Public Instruction; for two lines of reading, or study; for the outlining and annotation of the work to be performed; for examinations and the issuance of diplomas.

It is of course understood that the two lines of reading are to be, respectively, lines of professional and general culture.

Three features of the work are at present subjects of discussion in the columns of the educational press and elsewhere; and to them I invite your attention.

In the first place, it is a state organization. It is neither national nor independently local. There are various reasons why

this form of organization is held superior to any other. The school system, to which it is auxiliary, is a state organization; and public instruction is more or less uniform within the limits of the State. In Indiana and in various other commonwealths there is a uniform course of study for all the country schools; there is a common need; there are common requirements; there is a common system of township meetings, or institutes; there is a Teachers' Association for the entire State.

Again, in the State the system is already organized. The county superintendents are already equipped for the work. They are the medium of communication between the State Department of Public Instruction and the individual teacher. With a Reading Circle Bureau at the Department or conveniently accessible to it, the Reading Circle system is complete, with head and members, with direction and action closely connected. And there is a peculiar value and appropriateness, beyond any mere convenience, in a close union of the Reading Circle system with the State School system. To illustrate: The county superintendent prepares the outline of work for the township institutes. At the suggestion of the State Superintendent he arranges for the incorporation of the Reading Circle work in his program. In much of the experience of the past the township institutes have been dreary and barren to a discouraging degree. With the new light thrown upon their work, and the professional spirit aroused, they acquire a new interest and a new value. To illustrate further, the State Board of Education, in making out the questions for the examination of teachers, base their questions relating to the science of teaching upon the technical work of the Reading Circle; nay, they even waive examination on that subject when the applicant has passed an examination on the Reading Circle work, as provided in the plan of organization. There is a further argument of no small force, it would seem to me, in behalf of state organizations, and that is, that there is a spirit of emulation, of generous rivalry, among the States, in educational matters. Their "exhibits" at Madison, at New Orleans, and elsewhere, have attested this abundantly. State systems may be readily compared, as to their workings and merits. Admitted excellences are a source of hon-

est pride to teachers and citizens generally. Defects are best shown and are corrected with greatest alacrity when they appeal to state pride. And this is true not only of educational matters. It is the beauty of our Federal system of government that the various States are admitted to have their own peculiar needs; and a diversity of organization, with its attendant generous rivalry in excellence, conduces to the best results.

In the second place, professional, or pedagogical study is held to be of prime importance. It was so held by Page, whose ideas have been so generally followed. As compared with the Chautauqua and similar literary organizations, this is the chief distinguishing feature. A deep bass note was struck in the adoption of the study of the mind and its culture as a correlative of systematic pedagogical study. It has been claimed that this part of the work is too heavy, in Indiana. Doubtless this would be the case but for a leavening influence, which I will mention further on. But without discussing this point,—without comparing and contrasting the merits of the book in use and of a less extended presentation of the subject,—I would say that the work has been embellished and relieved of its tediousness and much of its difficulty by the manner in which it has been outlined and annotated. So nearly self-evident is the need of a department, or line, of professional study, that it requires little or no argument to support it.

In the third place, general culture is recognized as indispensable to the Reading Circle work. Second in the order of consideration, it is not second in importance, since the success of the entire plan depends upon it. This is the leavening influence to which I referred. Teachers must have light and sunshine drawn from outside of the school-room atmosphere. However great its value, purely professional reading, a constant reminder of arduous and unremitting duties, has less attraction than the new and broad fields of general culture. While I have insisted that teaching is a profession (and this argues a life work and life study) there are and must be very many teachers who do not make of it a profession in the sense of a permanent occupation. However earnest in the desire to do well, they are not so easily

drawn to a course pertaining solely to a calling in which they are but temporarily engaged, as they are to one which is more general in its nature. With us the general-culture idea has been an essential and life-giving feature. It has opened up new fields. It has proven a recreation. It has not only lightened the other work and lent a charm to all, but has been a cardinal feature—I might almost say *the* feature—in securing the enrollment, and in holding together the members enrolled. Nor has it prevailed in Indiana alone. It has prevailed in all the Reading Circles of the Western States. A recent editorial of the *Intelligence* on the subject we are discussing has been widely copied and read. Without subscribing to all it contained, I quote what it says on this subject: “The literature of bare facts, of mere information, of teacherhood, is the region in which the teacher now marches and countermarches, accomplishing something, but certainly no great triumph. But the literature of power, of culture, of inspiration, of manhood, that which cuts no figure in his diploma or certificate, but alone gives life and potency to all that his certificate does contain, is a field into which the teacher ought to be led with all the steadiness and enthusiasm which organization and fellowship can possibly give.” The fields chosen for general culture study were history, literature, and science. Only the two first mentioned have as yet been entered upon. A compact, graphic, philosophical and attractive history of the world was chosen as a basis for this line of reading, embracing as it does the development of civilization and learning, the origin of philosophies, sciences and literatures. The book has been used as a text, and the teacher encouraged to supplement it with such readings as his opportunities may suggest. The general-culture study has advanced into the realm of literature—not a skeleton of biographical notes of authors and short criticisms, but a view of the course of English literature from its beginning, with copious and liberal extracts—sometimes whole compositions—from the great writers, with notes to aid in critical study. In both lines of work—in all the work—our educational journalism and fragmentary current literature and criticism have accompanied the course and aided us.

Such is the Indiana Reading Circle, as organized in 1884—the first of its kind. It is a state organization, for systematic reading and study, having two lines of work, the strictly professional and the more general. The growth of the Reading Circle movement is a marvel. It is becoming a national institution. In January 1885 similar organizations were formed in Illinois and Iowa. In June, Michigan and Minnesota followed; in July, Wisconsin; in August, Kansas, Nebraska, and Kentucky; in September, Texas; in October, Tennessee; in November, Dakota and Alabama; in December, North Carolina. I have mentioned only the Western and Southern organizations, with which I am most familiar, leaving to others to speak of those in the East. In all these States the general plan is an approximation to that of Indiana. In Illinois, Iowa, and Indiana, there are about four thousand working members to each State. The total number of working members in all the States I have mentioned may be set down at not less than twenty thousand; and I believe this is considerably short of the true number, if it could be accurately known. The importance of right direction in so vast a work is not easily over-estimated. No new step should be taken without deliberate care.

The question is often asked, will this endure? After the novelty of the movement has worn off, will these state organizations disband for lack of interest or become absorbed and merged into some sort of a national union, possessing none of the strength of special adaptation, official support, and emulation which as state organizations they now possess? Time alone will determine. Yet every indication now points to a prosperous growth and development in the future. It would seem that there is a strength in the movement which can not be accounted for on the supposition that a love of novelty is the animating cause. The Reading Circle is prepared to show cause for its existence; it is the demand of the time for the elevation and advancement of the teacher's work.

If all who have solemnly subscribed to the golden rule would practice it, labor troubles would at once cease forever.

METHODS IN GEOGRAPHY.

H. S. TARBELL, SUPT. SCHOOLS, PROVIDENCE, R. I.

[CONCLUDED.]

But the topics I have given as indicating both the extent and the manner of the study go beyond the mere map, and direct the pupil to the study of the text. How he does this is very important; for he is now forming a habit of study that will follow him probably through all his school course. If he begins here to get his lessons by committing to memory the text, a very serious and perhaps irreparable harm comes to him that may blight his career as a scholar. For in the first place he is cut off from that training in expression that the recitation ought to give. Expression is putting thought into words. So far as the training of this power is concerned it matters not whose the thoughts may be so that their clothing be the pupil's own. If the words of the book be repeated this training is lost. Next it leads to mistaking words for ideas, which is one of the shortest roads to mental vacuity, and finally it imposes upon the pupil a method of study, easy indeed at first, but so slavish as the burden of later study comes, that the probabilities are that study will be given up in weariness and disgust and the pupil leave school without the completion of the course he would otherwise have taken.

The treatment of this question does not belong here specially and logically; but practically it does, because the geography is the first and for some years the only text-book from which the pupil studies to gain information. I will not say that the reading books and the arithmetics are not the source of information likewise; and definitions in arithmetic may be used in a similar stultifying way, but the probabilities are against this, and the reading lessons are not conned as the geographies are, and if they be learned by heart it is by a different method and with a different effect.

The great thing to be done then at this stage of the work is to see that the pupil learns the descriptive text, that is, gets the thoughts out of it, without committing the language to memory. The following suggestions are offered as aid to securing this result: The teacher must himself be independent of a book. If

he can not make himself so without such aid, he should hold a note-book in which topics indicate his questions. The pupil will recite in his own language better what he hears than what he sees, hence if the case demands it let the teacher read to the pupil and receive from him the substance of what he hears. Questions should be so asked as to require for answer some change or inversion of the language of the text-book. Some effort at combination or separation of facts should be required by every question so that the pupil's mind may be in a state of activity and not of simple transmission. Have different pupils recite the same statements, trying to see in what varied forms they can be put.

If the teacher will read slowly and distinctly from some descriptive work other than the text-book, giving additional information in an interesting form, and have the pupil note upon his slate catch-words by which he can remember what is read, and then slate in hand arise and recite what has been read, he will prove of much service to his pupils. Let others repeat the same, and commend the form most variant which is likewise good. Allow pupils to prepare themselves to recite in this way, encouraging them to give from the notes they have provided themselves with quite full accounts of various themes. The teacher should examine these notes and give suggestions as to the catch-words used until the pupil learns to make them true sub-topics.

When sufficiently proficient in such a method, which has advantages beyond those I am naming, the pupil can be taught to prepare these notes to assist himself in his own preparation of the lesson. The topics for the study of continents and countries accomplish in part the same thing, but are not minute enough. For reviews the pupils might in class make from memory such notes as he wishes to use in the minute or two given him to prepare to recite. There is little danger of this method being carried too far.

Recitation should be chiefly by topics. The catechetical method answers well to open the subject to the pupil's mind or to remind him of some imperfection in his statements, but should rarely form the staple of the recitation. Full questions put upon the board or dictated to the pupils, by which they may prepare

their next lesson also serve a good purpose if they be so selected as to involve some investigation or inference. Finally, consider that you are verily guilty if you ask a question most naturally answered in the language of the book (except a few essential definitions), or if you permit such an answer to go unchallenged.

Permit a little more detail as to method. I will imagine a school-room of fifty pupils who are using their second book in geography. Class No. 1 is studying arithmetic and Class No. 2 is to recite in geography. The teacher dictates to the class a question or questions to which it will require ten minutes more or less to write the answers. Two pupils are sent to the board to put on the map or outlines from which they will later in the class hour recite some topic assigned them several days before. Only the more capable pupils need have such work assigned. Ten pupils are told to give attention to the teacher while the others are occupied in writing. These ten are questioned upon the lesson or recite thereon by topic as the teacher elects. When the time necessary has been given for writing the answers to the questions first dictated, the papers are taken up and all attend to the recitation of the two pupils who have special themes. One of them treats of the troubles of the French with Corea; the other gives a description of the Amazon and its valley, drawing a map of the river, describing its size, location, characteristics, its banks and their products, the Indians, with, perhaps, some reference to Dom Pedro.

Some interesting points are added by other members of the class, and perhaps by the teacher. Somebody has heard that ex-Governor Boum gets the rubber for his factory from the banks of that river. This would lead off to a discussion of caoutchouc, which the teacher suppresses, and assigns that subject to some pupil for future report. To another pupil is assigned the points of resemblance and contrast between the Amazon and the Mississippi.

The next lesson is assigned, how to study it is indicated, some references are given, and the class dismissed.

The next day the teacher reads a few of the best answers written the day before, and some of the poorer, showing why these latter are not satisfactory, makes a suggestion as to the

avoidance of a common error, and the lesson then proceeds as before. This is not given as *the* form in which a class should recite, but as a good form under some conditions.

If we had visited this same class some time earlier in the term we would have found that instead of a part of the class writing answers to a question dictated near the commencement of the recitation that part would have been sent to the black-board to draw in ten minutes time a map of the Mediterranean Sea.

Review work in Geography as in every other subject ought to be a fresh attack upon it from a new stand-point, or at least a recasting of the form in which it is presented. As in the first study of the subject the memory was not (or ought not to be) especially appealed to, so equally in review when the mind is supposed to have the subject fairly well in hand, it should show the strength with which it grasps the subject by setting it forth in new relations. To say, "Take it over again" is no way to assign a review.

The special utility of the topic "Resemblances and Contrasts" is the constant review and comparison it secures. If the rivers of Africa are compared with those of South America in any thoughtful way it recalls all knowledge in the mind of these rivers and confirms this knowledge not merely by recalling it, but by the mind's putting its impress upon it by trying to use it and fit it to its own purpose.

A good form for review would be to take one of the topics for the study of a continent or a country and recall and restate what has been learned upon that topic in each country studied. If as the facts are stated anew their agreement or variation be shown, both unity of knowledge and clearness of apprehension will be gained. It is useless to attempt so full a study of what may be termed minutiae of geography that one shall be ready at any time to locate all the places he may meet with in his reading.

As we are advised to read dictionary at hand so we must learn to read atlas at hand. Whenever events bring any question of the globe into prominence then the localities in that section must be studied up by those who would read intelligently. How many have studied anew the geography of Soudan, of Corea, of Bulgaria, of the Saskatchewan region during the past twelve months,

and it is not at all to the discredit of their geographical knowledge that they have been obliged to do so.

The course of study in geography in any school ought to be so light and flexible as to admit of being turned aside for a week or two at a time as the light of some new interest falls on the mountains of this or that land.

All classes in geography of suitable advancement ought to have studied Birmah and its relations to the other states of Indo-China during the last month because of the events therein taking place. Just now Samoa ought to be looked up and something learned about it, though it be not in the course.

Such things do something to increase the connection of the school-room with the world at large and enable us to form habits of investigation that will do much towards making our pupils intelligent.

CAUSES OF FEEBLE HEALTH IN WOMEN.

MUCH has been said of late years concerning the lack of health in women. Wise physicians have written concerning it at length, and have declared it to be one of the most melancholy signs of the times. Women themselves, however, have neglected the question to a degree that might almost be reckoned criminal, especially that class to whom are entrusted the physical well-being of the women of the future—the mothers.

In a circular to parents, recently sent out by the Association of Collegiate Alumnae, the following summary of causes for the feeble health of women and girls, is published. The attention of parents and teachers generally is called to them :

1. Social dissipation and excitement, which is neither amusement nor recreation. Girls are too often stimulated to shine socially and intellectually at the same time. A mother proves her daughter's perfect health by saying: "She has been able to go to parties or entertainments four or five evenings a week all winter, and she stands at the head of her class."

2. Habitual loss of sufficient and healthy sleep. In a New York academy, a class of sixty girls, between the ages of twelve and eighteen, chanced to be asked by a recent visitor for the

time they retired the night before. The average was found to be twenty minutes before midnight; but no surprise was manifested by the teachers, nor regret by the scholars.

3. Irregularity and haste in taking food, the use of confectionery in the evening, and the omission of breakfast. The principal of a large girl's school in Philadelphia lately said that so many habitually came to school without having sufficient breakfast, and taking little or no lunch, that he had been compelled, in order to obtain good mental work, to have warm lunch furnished, and to insist upon every scholar taking it in the middle of the morning.

4. Tight, heavy, or insufficient clothing, which frightfully increases the tendency to consumptive and spinal diseases. A physician of wide experience confidently states that this cause alone has incapacitated more women than over-study and over-work of all kinds.

5. The lack of sufficient out-door exercise. When a proper amount of time is devoted to such exercises, no time will be left for over-study.

6. The ambition of parents and daughters to accomplish much in little time, which sends students to college either hurriedly and imperfectly prepared, or with a thorough preparation gained at the expense of health.

7. The usual postponement of instruction in the laws of physiology and hygiene to a college course. The Association recommends the introduction of a thorough course of physical training, with special instructors and lectures on the subject.

FORMS AND METHODS IN ARITHMETIC—V.

W. F. L. SANDERS, SUPT. SCHOOLS CAMBRIDGE CITY.

[CONCLUDED.]

105. *What will a draft for \$3500 cost, payable 30 days after date, bank discount at 6%, exchange $1\frac{1}{2}\%$ premium.*

FORM OF WORK.

Par	\$1.00
Premium . . . . .	.015
Cost, per \$1, at sight	\$1.015

Thirty days after date, a draft of \$1 would cost \$1.015, less
b. d. of \$1, at 6%, for 30 d. $\$1 \times \frac{6}{100} \times \frac{30}{360} = \$.0055$, b. d.

Cost of \$1 at sight \$1.015

Bank discount of \$1, at 6%, for 30 d. .0055

Cost of \$1 draft, payable in 30 d. . \$.0095

\$3500 draft would cost 3500 times \$1.0095, which is \$3533.25.

NOTE.—Here let the pupil write out in form a draft with all names supplied, and with the remaining items corresponding to the foregoing example. This should be done at the beginning or the close of the work in every case.

106. *Find the cost of a draft on New York for \$1650, payable 60 days after sight, exchange being worth $1\frac{1}{2}\%$ discount, and interest being reckoned at 6%.*

FORM OF WORK.

Par \$1.00

Discount $.01\frac{1}{2}$

Cost, per \$1, at sight \$.98 $\frac{1}{2}$

Sixty days after sight, a draft of \$1 would cost \$.98 $\frac{1}{2}$, less
b. d. of \$1, at 6% for 60 d. $\$1 \times \frac{6}{100} \times \frac{60}{360} = \$.0105$ b. d.

Cost of \$1, at sight \$.985

Bank discount of \$1, at 6%, for 60 d. .0105

Cost of \$1 draft, payable in 60 d. . \$.9745

\$1650 draft would cost 1650 times \$.9745, which is \$1607.925.

107. *How large a draft can be bought for \$3195.20, payable in 60 days, interest 8%, exchange $1\frac{1}{4}\%$ premium?*

FORM OF WORK.

Par \$1.00

Premium $.01\frac{1}{4}$

Cost per \$1 at sight \$1.01 $\frac{1}{4}$

Sixty days after sight, a draft of \$1 would cost \$1.01 $\frac{1}{4}$, less
b. d. of \$1, at 8%, for 60 d. $\$1 \times \frac{8}{100} \times \frac{60}{360} = \$.014$, b. d.

Cost of \$1 draft, at sight \$1.0125

Bank discount of \$1, at 8%, for 60 d. .014

Cost of \$1 draft, payable in 60 d. . \$.9985

As many dollars draft will cost \$3195.20, as the number of times \$.9985 is contained in \$3195.20, which is 3200 times; hence, \$3200.

108. Required the face of a draft costing 7368 20, exchange 2 1/2 % discount, bank discount 6 %.

FORM OF WORK.

Par	\$1.00
Discount . . . . .	.02 1/2

Cost, per \$1, at sight, \$.97 1/2

Thirty days after sight, a draft of \$1 would cost \$97 1/2, less
b. d. of \$1, at 6 %, for 30 d. $\$1 \times \frac{6}{100} \times \frac{30}{360} = \$.0055$, b. d. •

Cost of \$1 draft, at sight, \$.975

Bank discount of \$1, at 6 %, for 30 d. .0055

Cost of \$1 draft, payable in 30 d. . \$.9695

As many dollars draft will cost \$7368.20, as the number of
times \$.9695 is contained in \$7368.20, which is 7600 times;
hence, \$7600.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

AN OUTLINE IN DIDACTICS.

As Didactics will be one of the staple subjects of instruction
in the institutes of the coming season, the following is of-
fered as a suggestive outline of topics for study in that line
of thought:—

I. THE SCHOOL comprises, as its parts, pupils, teacher, sub-
jects of thought, and house and appliances. Its purpose is the
development of the pupils' minds by means of the subjects of
instruction.

II. THE APPLICATION OF THE SUBJECTS of instruction to the
minds of the pupils gives rise to organization, government and
teaching.

1. *Organization* has for its aim economy of teaching effort.
The parts organized are the course of study, classes, recitation,
the daily program, the study-hour, and the records.

2. *School-government* aims immediately at maintaining the or-
ganization, and secondarily at discipline, intellectual and moral.

3. *Teaching* is the means by which the pupil is incited to master the various subjects of study. This aim is both intellectual and moral. Teaching takes the several forms of recitation, examination, opening exercises, and individual aid. It involves the use of text-books, reference-books, and other appliances.

III. THE BASES OF DIVISION.—1. The course of study is divided into “subjects” on the basis of the *kinds of objects* and *relations of the same* found in each.

• 2. *Each subject* (history, geography, etc.) is divided into parts which are to be done in a consecutive series. This division rests either on the *logical evolution* of the subject from a central principle, or on the *chronological development* of the pupils’ minds.

3. *The school is divided* into classes, to put together those pupils of like capacity and knowledge, and to accommodate the pupils to the teacher’s power of control and of teaching.

4. *The program is divided* into definite periods (unequal in length) on the basis of the number of subjects and classes, and of the pupils’ power of attention.

IV. THE RECITATION is intended to secure the intellectual mastery of a definite part of the subject. This includes intellectual and moral discipline: 1. Discipline of the kinds named includes the formation of habits of—*a* Integrity; *b* Thoroughness; *c* Truthfulness; *d* Honesty; *e* Earnestness; *f* Perseverance; *g* Order; *h* Industry; *i* Cheerfulness; *j* Sympathy; *k* Reverence.

2. *Recitation includes several related processes*; as, Recitation Proper, Testing, Supplementing, Organizing, Stating in Complete Form, Incitation to further Effort, and Drill.

3. *The necessary conditions* of the recitation are fixed time and place relations, and that mental state we call Attention. Fixed time and place relations are secured by punctually following the daily program. Attention is gained by conformity to certain mental and bodily conditions; as, *a* Adaptation of Subject and Method to teacher and pupil; *b* Sympathy and Interest of pupil and teacher; *c* Banishment of foreign elements from Subject and from Behavior of teacher and pupil; *d* Mastery of Subject and Method by teacher, and of the Subject by the pupil; *e* Contact with Truth; *f* Comfort of Mind and Body, involving absence of

fear and restraint, pure air, good light, right temperature, and comfortable seat.

V. **EXAMINATIONS.**—These are tests, applied at convenient joints of the subject, designed to measure the pupil's knowledge of the subject as a whole, and his power to apply it and to state its facts in his own language. Examinations may be oral or written. They should require connected—not disjointed—thought and expression. The almanac has nothing to do with fixing the time of examinations.

VI. **OPENING EXERCISES** usually consist of Bible readings and recitations, readings and recitations of secular prose and poetry relating to the conduct of life, singing and prayer.

1. *The purpose* of these exercises is to train the religious, moral and ethical nature of the child, to respond to duty and the religious sentiment.

2. *Opening Exercises* are differentiated from other teaching by the secondary place of intellectual action and the predominance of emotion.

VII. **INDIVIDUAL AID** to pupils is the means by which teaching overcomes the idiosyncrasies and special conditions of the pupil. It finds its limits in the teacher's duty to his class, which should never be sacrificed to the good of the individual.

VIII. **RECITATION PROPER** includes the statement of the text or other subject-matter previously prepared or assigned. It is usually followed by—

1. *Testing*, except the statement of the lesson, which usually precedes all other processes. The usual tests are—*a* Questioning on meaning; *b* Putting ideas in new forms of language; *c* Putting ideas in new form of thought; *d* Coördination with subject already learned.

2. *Supplementing* the pupil's knowledge may be done in various ways, as further exposition by the teacher, reference to authority, discussion by the class, and questioning to direct the attention.

3. *Organizing* is the building of any given piece of knowledge into the whole to which it belongs. It is done mainly by subordinating classifications, principles and explanation to one cen-

tral principle which permeates and binds all. Organization gives rise to *Statement in Complete form*.

4. *Drill* is not mere repetition. It is repetition with broader application and more complete view of the subject. The various phases of the idea are presented one after another and, finally, gathered into one connected view.

IV. THE TEACHER.—The qualifications of the teacher are natural fitness; academic knowledge of subjects and broad general culture; knowledge of the nature, laws and development of mind; acquaintance with method or the adjustment of the subjects, as means, to the culture of the mind, as purpose or end; and experience in teaching.

1. *Natural fitness* is comprised under quick perception, that form of imagination and judgment which allows the teacher to see things from the pupil's point of view, and a kind nature and ready sympathy.

2. *Not only* should the teacher have a good technical knowledge of what he teaches, but also a broad general culture, i. e., a comprehensive knowledge of those subjects in which the subjects of instruction find their limitations.

3. *Psychology* is a necessity to good teaching. By it the teacher knows how to adjust a subject to any given mind, or any given mind to a subject.

4. *Method* is the adjustment of means to end. There is, properly speaking, only one method, and this must vary to suit each class and each individual of the class. "Methods," so-called, are either devices for accomplishing special ends, or special adaptations of some general method to suit individual cases. Method is governed by two sets of laws—those in the subject and those in the mind taught.

5. *Experience* is gained only by practice in the art of teaching. It is gained most economically by teaching under skilled direction and criticism.

S. S. P.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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LANGUAGE WORK.

THE work of the first year is of three kinds, no one of which can be given at any definite time in the year, that is, the different lines of work are pursued side by side throughout the year. One kind is, the correction of oral errors; a second kind, free oral expression of thought upon lessons in color, form, size, reading, general lessons, etc.; the third, copy work, from board and from book.

CORRECTION OF ORAL ERRORS.

As to the time of making the corrections, two views are held; (a) That the correction should be made at the time. (b) That the pupil should be allowed to finish the expression of his thought before the correction is made. Those who accept the latter, give as a reason, that any other course would make the child self-conscious, and that if his thought be abruptly broken, he may forget what he wished to express. On the other hand, those who hold the first view given, think that if he is corrected at the time the mistake is made, he derives the greatest possible benefit from the correction,—as then his mind is on the thought, and he would be gaining the power to use good language at the time when it is most needed—the time in which the attention is directed to something other than the language. They base their theory on this fact:—in later life, the individual will have to use language when his attention is confined to the thought, and his school-work should so train him in the use of language that he will be able to use good language as he thinks, i. e., while he is engrossed with the subject-matter.

The second kind of work for the first year is, free oral expression of thought on lessons on form, color, size, reading, general lessons, etc.

In regard to the purpose of such work, there are two thoughts. One view is, that the main purpose of the work is to give variety of expression, holding the *thought* of the lesson and the *training*

of the mind in the background. In presenting a lesson from this standpoint, the teacher will get from the child a correct expression for some point of the lesson, and then, by questioning, have the same thought put in as many correct, different sentences as possible.

The second view is, that *power to think* is the *great* aim of the work; and that the matter of the lesson, and the language, are held in subordination to this. In presenting a lesson, holding this view to be the best one, the teacher will have the child observe, and state what he observes, in one good sentence. *Each* idea or thought will be so given, and the teacher will be satisfied with the language side of the lesson if he obtains from the child one good sentence for each thought of the lesson. It is held that this method gives the child greater power than the other, and so accomplishes its part of the child's education better.

The third kind of work suggested is copy work,—

(a) From board.

(b) From book.

The work is taken from the board first, as thus the word or sentence stands out free from any entangling relations, such as would surround it in the book, and is thus easier to comprehend. (Incidentally, the pupil obtains drill in writing script, by his copy-work from the board.) After some drill in copying from the board, the sentences are copied directly from the book.

It is the thought of many, that no place on the program should be given to the language work of the first year;—but that each lesson, on any subject taught, should be a language lesson, in that it affords room for correction of oral errors, for free and correct oral expression of thought, and for drill in copy-work.

The first and second years' work [with the exception that in the second year, the work is a little more difficult, and the pupils are held to it more closely,] are alike in the following points:

1. Correction of oral errors.
2. Free oral expression of thought upon lessons in form, color, size, reading, and general lessons.
3. Copy-work from the board and from book.

They are unlike in that in the second year, there are the correc-

tion of written errors, dictation exercises, and the expression in separate written sentences of the thoughts obtained from a sentence in a Reader.

What is meant by the last kind of work may be illustrated by the use of the following sentence (selected from the First Reader), "Toss it to me and see."

The first work with this sentence would be the oral expression of thought directly suggested to the pupils by the language.

They may be led to see many more than they see at first, by the questioning of the teacher.

In this sentence the directly suggested thoughts would be something as follows: (To be given orally by the pupil.)

There is a ball.

There are two persons talking.

One has said, "You can not catch it."

The other one wishes to try to catch it.

The thoughts indirectly suggested would be those that constitute the picture or scene which each pupil would imagine; as, a play-ground or yard, the boys, their arrangement in the game, etc.

Their next work with the sentence from the Reader is the written expression of thoughts gained from it. (This is commenced after several weeks' oral work on sentences as suggested above.)

The first step is to have the pupils ponder carefully the sentence. The second, to write all the thoughts directly suggested to him. And third, to compare the written sentences with the given one as to thought and as to language.

THE THIRD KINDERGARTEN GIFT.

THE purpose of this gift is to train the mind and the hand by means of exercises in *construction and design, form, and number*. The gift is a two-inch cube, divided once each way so as to form eight one-inch cubes. Any primary teacher who wishes to use this gift in the primary work may procure it from almost any carpenter at about eight cents per gift.

The gift may be used in "busy work." During this "busy work" many constructions and designs will be prepared by the

children that may be selected as patterns for their drawing work. The pupils will be found to take much more interest in drawing these designs that have been made by their own hands than in drawing any others. The work that may be done in form with this gift, as with the square, the right angle, horizontal and vertical lines, etc., is obvious.

Number can be taught with this gift in a manner so simple and so easily realized by young children, that it may be said to form a pastime. Every primary teacher who wishes to see the number work divested of its unnecessary difficulties will favor the transfer of the kindly method of using this gift in number, from the kindergarten to the primary schools. With this gift, as with other concrete illustrations, the pupils see tangible forms representing number, and obtain clear ideas of the first four rules of number before encountering difficulties or treating figures as symbols. After a period of dealing with numbers by means of these forms and other objects, the necessity of a system of symbols to represent numbers will suggest itself to the children, and they will then readily enter upon the usual methods.

SEVERAL FEATURES OF PRIMARY WORK.

IN everything in a good primary school the principle of proceeding from the familiar to the unfamiliar is adhered to. Effort is made to interest the pupils, everything being presented in as attractive a manner as possible. The pupils are kept busy between recitations by various means, among which are work with letters, circles, sticks, drawing and writing. The habit of industry is carefully implanted. The study of music is a pleasant feature of the work. For observation shows that when pupils become restless, they are very little inclined to give attention and should have some diversion, which is given them in the exercise of music, marching, and gymnastics. They are then rested, and will return to their work with renewed vigor.

In drawing, attention is first directed to the movement—that it shall be free—and to the position of the hand, pencil, feet and body. The eye is trained to observe closely, the mind to judge accurately, and the hand to execute skillfully.

The attempt to form correct habits of writing is commenced when the pupils begin to write. If negligence is allowed then, incorrect habits will grow until it is very difficult to overcome them.

The thought in the reading work that is kept constantly in mind is that the pupils may gain "power to obtain the thought of the writer from the language itself." As a secondary aim, the pupils are led, by questioning and imitation, to express orally the thought in the words of the author.

The pupils are led objectively to see the relations in numbers and to express in their own way those relations; afterward, when the idea of the relation is fixed, more formal language is introduced. They are allowed to do their own work. What they can do for themselves the teacher does not do for them. They are taught to think and observe for themselves. The teacher sees that nothing interferes with the actual contact of her mind with those she directs and is seeking to develop. She is so thoroughly prepared that she needs no text-book in conducting a recitation, thereby being enabled to adapt her work and questions to the varying needs of her pupils. Her questions are such as to obtain from the pupils all they know of the subject; then they suggest and stimulate so judiciously that the fullest possible exercise of the pupils' faculties is obtained.

The point in question is brought out by individual answers; after the idea is thus established, the class is allowed to answer in concert. Information of a general character, which can not well be given in other recitations, is given in the general lessons, which are often presented in the attractive form of a story.

A noticeable feature of the work is that it is made concrete. Illustrations—objective, pictorial and verbal—enter largely into the teaching. The devotional exercises are so conducted that the entire school may take an active part in them. *The teacher is thoroughly interested and in earnest in her work.*

The discipline is of a high order of excellence—firmness and kindness characterizing it. When approval is merited, it is given in a pleasant, sincere manner. The school is sometimes allowed to express its sentiment of approval or disapproval in regard to actions.

A GEOGRAPHY LESSON.

(SECOND YEAR GRADE.)

I RECENTLY observed a lesson in preliminary geography in a second year grade. The outline of work for the year was somewhat as follows:—

LESSONS ON ANIMALS—

That live on the *land*; in the *water*; in the *air*.

That live in *hot parts* of the earth; in *cold parts*; in *forests*; in *plains*; in *deserts*; on *mountains*, etc.

VEGETATION—Same as animals.

PEOPLE—

Their kinds of homes.

What they wear, eat, and do.

The animals they use.

The distance and direction of their homes from the pupils' homes.

The teacher began the lesson by saying, "I am thinking of a certain country." The pupils then asked the teacher various questions regarding the vegetation, animals, and inhabitants of the country in order to determine from her answers what country she was thinking of. The following questions will illustrate the nature of those asked by the pupils:—

Does tea grow there? Does rice grow there? Does the black bear live there? Are there silk-worms in that country? Do the people wear wooden shoes? Do they eat rats? etc.

When a sufficient number of questions had been asked to indicate to the teacher that the pupils were thinking of the country she had in mind, she asked if any one could write the name of the country on the board. One pupil was chosen from the volunteers, and wrote upon the board the name "China," which the teacher stated was right. She then, in turn, questioned them closely on the vegetation, animals, and inhabitants.

The following are some thoughts that suggested themselves in regard to the lesson:—

It at first appeared that the pupils knew before the work began, just what country they were going to talk about; which seemed to me an objection to the exercise, as in that case the pupils'

questions in regard to animals, plants, etc., found there, would not have so much force as they otherwise would, and affirmative answers could add no evidence to confirm their opinions, since they knew what was coming; and this part of the exercise would be of no further value than to *show* their knowledge of animals, vegetation, and inhabitants of China.

But as the lesson progressed, this solution of the case occurred to me:—the pupils did not really know that they were to talk about China, or had not been definitely told so; but various articles about the room, pictures, etc., very strongly suggested China. The presence of these things the children took as evidence that China was the country to be considered, and if they asked of several animals, plants, etc., that they knew to be found in China, in addition to those seen in the pictures and on the board, each affirmative answer added evidence to confirm their first opinion;—and they received just here, a very good training in recognizing the value of accumulative evidence.

The articles presented in this case were, as the pupils had previously learned, so peculiar to China, that little room was left for doubt. If it was by the means I have supposed that the children knew what country was to be the subject of discussion, the first step of the exercise clearly showed the value of this method.

Those pupils have more useful knowledge of China than I learned in all my study of geography while a pupil at school, and will remember it better; to say nothing of their increased powers of observation and other intellectual faculties; and so they might have, I think, by the same kind of work, of the U. S. and of Indiana before the end of the fourth year.

The manner in which the children had been trained to freedom of expression seemed to have taken away all embarrassment or fear of the consequences of answering incorrectly, so that they gave their whole attention to the thought to be expressed; as was shown by some who used their hands to aid in making clear their thought. They are thus trained to *think* and to *express thought*, perhaps the two most important lines of training.

Clinton County, Ind.

P. J. W.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

LANGUAGE.

(SECOND READER PUPILS.)

How to use *has* and *have*.—These are not new words to a Second Reader pupil. He has used them many times, perhaps correctly; but since he hears the incorrect use, he is as likely to adopt it as the correct use. For this reason he should be taught to use them correctly and to know that he has done so. To do this give sentences with blanks to fill and let him choose which word to use. The following will serve to illustrate:—

The girl — a pretty flower. That boy — a ball. A duck — short legs. Those girls — pretty flowers. Those boys — a ball. Ducks — short legs.

When the children have been led to fill these blanks properly, the teacher is ready to call attention to the fact that *has* is used when *one* is meant, and that *have* is used when *more* than one is meant. The next step is to have pupils write sentences using the words *has* and *have*. The pupil should read his sentences aloud, and state whether one or more than one is meant, and what word he has used. He is thus applying all the test he knows; the test, of course, the teacher knows, will answer in all cases except one. Don't bring that one up until the others are thoroughly taught by *practice*, *not* by *definition*. *Do not teach or allow* a child to learn a form to say; as, "When one is meant we use *has*." Of course he should know this, but spend no time in learning it in any particular form. When the children are writing sentences they will probably stumble onto the exception referred to, e. g., *I have* a pencil. Here, of course, he will say that *I* means only one and that he has used *have*. Should he undertake to change it to *has* and read it, "*I has* a book," he would be laughed at by the class. They say it does not "sound right." Agree with them, and keep your knowledge about "first person, singular number of the personal pronoun" to yourself,

and tell them they may use *have* with *I*. There is one other seeming exception, to them. "You have a good book." The pupil may say *you* means only one here; which, of course, is true. The teacher can show that it often means more than one, and again say, "We will use *have* with *you*."

Teachers are most likely to make a mistake in this kind of work, by giving too little practice and using too much "grammar." Pupils may be asked to write sentences as above suggested, or the teacher may furnish nouns and pronouns, and require them used in sentences with the words *has* and *have*; or pictures may be presented to the children and they may make sentences about them, using the words *has* and *have* as many times as they can; or they may write little stories of their own.

In all this work the teacher should see that they use correct language. When they fail have them correct it if they can; otherwise have some one tell what is right. By all means have it corrected as soon as possible. Do not allow an incorrect form to remain in sight any longer than is necessary to show that it is incorrect.

"CONTAINED TIMES."

1. "If a man earn \$4.00 a day, how many days will it take him to earn \$1584?"

2. "If 4 boys receive \$146, how many dollars will each boy receive?"

EXPLANATION OF NO. 1.—"It will take him as many days to earn \$1584 as \$4 are contained times in \$1584, which are 396 times; it will take 396 days."

"Very good, explain the second, Mary."

EXPLANATION OF NO. 2.—"Each boy will receive as many dollars as 4 boys are contained times in \$146, which is 34 times; each boy will receive \$34."

The class make no signs of distress, all are serene. Occasionally a *teacher* is undisturbed by this. Pupils who *say* what was said in the last explanation, show that they did not know what they meant by "contained times" in the first explanation. What they said in the first, happened to hit; what they said in the second did *not* happen to hit. They have evidently learned the form *only*. Ask what they mean by "contained times." They can not take objects and show what they do mean.

Let the teacher take some smaller numbers (for convenience) and illustrate with objects. Supply \$24 for \$1584, and proceed somewhat as follows: "Here we have \$24 (objects we call dollars); John, come and get 4 of them for Mr. Smith." John takes away \$4 and places them in a convenient place for Mr. Smith. The teacher asks another member of the class to keep count of the number of times John takes \$4 away. John is asked to come again to get \$4 for Jones, and then again for Brown,

and again for Williams, and so on for six times. The money is now all taken from the teacher, and it is found that John took \$4 away from the teacher 6 times. The teacher is now ready to say that \$4 are contained 6 times in \$24. The children can now be made to see that "contained times in" means "how many times the number can be taken away from."

When the pupil gets this idea, and is not bothered with some particular form, he will scarcely say that 4 boys are contained in \$146, etc. If he does, let him try to take 4 boys away from \$146. In this example lead him to see that if 4 boys are to share \$146 equally, each will receive a fourth of it, and he will have no trouble in *saying* it.

D I V I S I O N.

MANY teachers and many pupils find in long division a veritable *pons asinorum*. The little device presented below I have tried with young pupils, and it is a good thing.

EXAMPLE: 3451) 45873964 (13292

$$\begin{array}{r}
 3451 \\
 \hline
 11363 \\
 10353 \\
 \hline
 10109 \\
 6902 \\
 \hline
 32076 \\
 31059 \\
 \hline
 10174 \\
 6902 \\
 \hline
 \end{array}$$

Remainder—3272

$$2451 \times \left\{ \begin{array}{l} 1 = 3451 \\ 2 = 6902 \\ 3 = 10353 \\ 4 = 13804 \\ 5 = 17255 \\ 6 = 20706 \\ 7 = 24157 \\ 8 = 27608 \\ 9 = 31059 \end{array} \right.$$

EXPLANATION.—The pupil writes the dividend and divisor in the usual position. Before proceeding further he stops and makes out his *table*; that is, he multiplies his divisor by the first nine digits, and retains the products as a table of reference. A glance is sufficient to show him what is the proper quotient figure, the corresponding product is subtracted from the partial dividend,

and so on to the end. The advantages are many and obvious. I will name two: The chance of making a mistake is reduced to a minimum, and there is eliminated the troublesome, "How many times will it go?" But it is longer than the ordinary method, provided the pupil can work by the old method without making mistakes. In that case he needs no new help.—*N. W. Journal of Education.*

OFFICIAL DEPARTMENT.

The State Board of Education at its recent meeting made the following order: After the first day of January, 1887, every applicant for a teacher's license shall present to the county superintendent, at the time of the examination, a review or composition upon one of the following books: Tale of Two Cities, David Copperfield, Ivanhoe, Heart of Midlothian, Henry Esmond, The Spy, The Pilot, The Scarlet Letter, The Sketch Book, Knickerbocker's New York, The Happy Boy (by Bjornstjerne Bjornesen), Poems of Longfellow, Poems of Bryant, Poems of Whittier, Poems of Lowell. Said composition shall contain not less than 600 nor more than 1000 words, shall be in the applicant's own hand-writing, and shall be accompanied with a declaration that it is the applicant's original work. The county superintendent shall consider the merits of such composition in determining the applicant's fitness to teach.

As a result of the spring examinations, state certificates were granted to Byron J. Bogue, Henry Willard Bowers, Frederick Sidney Caldwell, Charles Edward Clarke, Lewis Clifford Chamberlin, Abraham Jay Dipboye, James Robert Hart, James B. Lemaster, Joseph Wilson Parker, Wallace Cromwell Palmer, John William Perrin, Jesse Russell Starkey, Perry Spurgeon Tracy, John Henry Walters, Jacob Francis Warfel, Herman Francis Willkie. And professional licenses to Elias Boltz, Strange Nathaniel Cragun, Fremont Goodwin, Lindley H. Hadley, James V. Martin, George Spencer Wilson.

GEMS OF THOUGHT.

Education is a better safeguard of liberty than a standing army.—*Edward Everett.*

We live in the past by a knowledge of its history, and in the future by hope and anticipation.—*Daniel Webster.*

Use sin as it will use you; spare it not, for it will not spare you.—*Richard Baxter.*

There is a limit at which patience ceases to be a virtue.—*Edmund Burke.*

Those who attain any excellence commonly spend life in one pursuit.—*Dr. Sam. Johnson.*

EDITORIAL.

THE JOURNAL OF EDUCATION, of Boston, is now edited by A. E. Winship, and is kept fully up to Mr. Bicknell's standard. Under the new administration the fiction of publishing a "Western Edition" is stopped. With the exception of a few issues that contained *one page* of western news, not found in the general issue, there never was a "Western Edition" except in the *headline*. For a time both the New England and New York Journals maintained agents at Chicago, but neither one does this now, and neither one has any right to claim to be published at Chicago, as both do. These papers would have just as many western patrons if they would tell the truth.

THE CHAUTAUQUA TEACHERS' READING CIRCLE.

The Chautauqua Reading Circle has grown to be a great institution. It has already accomplished much good, and is prepared to do still greater good. It has recently added a department for teachers, with Thos. W. Bicknell, of Boston, late editor of the *New England Journal of Education*, as director. The Journal doubts much the wisdom of this step. This professional work can be best managed by each state. A State Reading Circle with a State Board of Education, a State Superintendent, a State Association, County Institutes, County and City Superintendents, and state educational papers, to plan, and urge, and encourage, can certainly reach more teachers than any outside organization.

These Circles have been organized in about twenty different states, and it would be a great mistake to abandon these state organizations. As such they are nearer the teachers, and can be better adapted to suit the ideas prevalent in the different states. As it is there is a state pride, each striving for the best course of reading, the best organization, and the largest number of readers. State pride in such things is laudable and helpful.

THE BARTHOLDI STATUE.

The Bartholdi Statue of Liberty is a gift of France to this country. It is a beautiful work of art and was a most fitting testimonial of friendship toward the United States. The statue was to be erected at the entrance of New York Harbor, and of course required a pedestal. At last this pedestal is ready for its burden. The capstone was swung into place a few days ago, nearly three years from the time the ground was broken. General Stone, in a short speech, called attention to the

fact that not a man had been killed or injured in the course of the great work, and with his own hands prepared for the setting of the block in a mass of mortar into which the visitors threw many silver coins, giving it, in a way, a silver bed. As completed, the pedestal is 89 feet high, standing on a concrete foundation about 53 feet high, and the height of pedestal and statue combined will be 305 feet 11 inches, or 21 feet higher than the spire of Trinity and 23 feet higher than the towers of Brooklyn Bridge. The cost of this great mass of stone-work has been about \$280,000, of which \$100,000 was raised by the *New York World*. The cost of the statue itself was \$250,000. There is yet needed some \$15,000 to put the statue in position, and it should be speedily forthcoming. It is proposed to have the dedication ceremonies on Sept. 3, the anniversary of the signing of the Treaty of Versailles, and it is expected that many eminent Frenchmen will be present, among others De Lesseps and Pasteur.

THE EMPLOYMENT OF SUPTS. BY THE OLD BOARD.

The Supreme Court has just rendered a decision which is of great interest to superintendents and teachers in city schools. The following abstract of the decision explains itself:

12,662. *Frank W. Reubelt vs. The School Town of Noblesville.* Hamilton C. C. Reversed. Zollers, J.

The facts in this case were that the school trustees of Noblesville, on the 4th of May, 1885, entered into a written contract with appellant, employing him as superintendent for the school year commencing September 14, 1885. In June following a new trustee was elected in place of one of the old board, whose term had expired. After the election of the new trustee and the reorganization, as required by the statute, the board repudiated the contract with appellant. The reorganization of the school board as required by statute (Sec. 4,439) is not, in legal contemplation, the creation of a new board, as distinguished from the old board. The board of school trustees is a continuing body. The legal quality of the board is not changed by the retiring of one member and the election of another. There is nothing in the statutes limiting the power of the board to contract with a teacher for the ensuing year in advance of the election of a new member, and such contract is valid and binding. The contract with appellant was a valid one.

It will be noticed that the lower court decided against Mr. Reubelt in accordance with the rulings of the attorney generals for several years past, and that the Supreme Court reverses the interpretation of the law. The Journal criticised the ruling of the attorney general when it was originally made.

THE NATIONAL EDUCATIONAL ASSOCIATION.

That the next National Association, which is to open in Topeka, Kan., July 13, is to be a great success, is a foregone conclusion. The programs for the main association and the several departments have been prepared with great care, and embrace some of the ablest educators of the land. It is worth a great deal to an enterprising teacher to hear and see and know the great men and women of his profession. Let Indiana teachers turn out in large numbers, and thus prove their interest and their enterprise. Aside from the association itself, it will be a valuable experience to many teachers to see the "Great West."

More than a hundred Indiana teachers now in Kansas will be there to welcome the Hoosier delegation. Let it be such a one as we shall all be proud of.

All the trunk-line railroads will sell round-trip tickets for a single fare. The following prices will indicate the cost of tickets: From Indianapolis, \$15.50; Fort Wayne, \$17.50; Peru, \$15.80; Terre Haute, \$13.70; Evansville, \$14.00.

Thinking that it would add much to the pleasure of the trip for Indiana teachers to go together, arrangements have been perfected to have a special train leave Indianapolis Monday, July 12, at 12 o'clock noon, *via* the I. B. & W. and the CHICAGO & ALTON. This train will reach Topeka at noon the next day, and will thus give teachers a half-day to locate and rest up and get ready for the opening meeting in the evening. By making this special arrangement palace reclining chair cars are provided for the entire trip *free of charge*, and thus sleeping car fare is saved. Reduced rates have also been secured for meals on the dining cars and at eating stations. It is further provided that those who may choose, can return *via* St. Louis, where they may stop over. These tickets are good returning till August 31, giving opportunity for making other trips. The same liberal railroad rates are offered to all points beyond Topeka. The round trip fare from Topeka to Denver is \$20.25; to all points in California, \$50; to the Yellowstone National Park, including stage fare to the great Geysers, \$73.50.

A special party of Ohio and Indiana teachers will leave Topeka July 17, noon, for all points west *via* the Atchison, Topeka & Santa Fee road. This route gives about one hundred and fifty miles of mountain scenery before reaching Denver, and includes Manitou, Pueblo, Colorado Springs and other noted points without extra railroad fare. There is nothing binding on any teacher to go by this route or at the time suggested. The C. B. & Q., one of the great lines out of Chicago, and which connects with the I. B. & W. at Peoria, offers the inducement of going through Nebraska by one route and returning by another. Other roads not yet heard from may offer special attractions. The arrangements were made for the sake of the special advantages named above, and the additional pleasure of going in a body.

It is desirable to know in advance, if possible, how many teachers are going to Topeka, and to this end it is earnestly requested that every one who expects to go, by whatever route, will inform State Supt. J. W. Holcombe. If you desire to go with the excursion say so and seats will be reserved in the reclining chair cars, which will start from Indianapolis.

For circular giving full particulars and full information, apply to your county superintendent, who has a full supply, and for any facts or information not obtained from this source, address the State Superintendent.

As soon as you decide to go, you had better write to H. G. Larimer, Topeka, chairman of the committee on entertainment, and ask him to secure for you a stopping place. Hotel rates range from \$1.25 to \$2.00 per day. Arrangements have been made to entertain 5000 in private families at \$1 per day. State definitely how many in your company, whether you prefer a hotel or private house, when you expect to arrive, and give your full name and post office address.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR APRIL.

[These questions are based on the Reading Circle work of last season.]

READING.—1. What is your method for teaching the definition of words?

2. What is meant by quality of voice? Give illustrations.
3. What are inflections? What are the different kinds? Give examples of each.
4. Of the objects to be attained in teaching reading, which do you consider the greatest?
5. Give your method for conducting a recitation in the Second Reader.
6. Read a selection chosen by the superintendent. 50

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded, on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. Is the process of abstraction mainly analytic or synthetic? Explain.

2. Explain the general nature of the first work in geography.
3. What is the advantage of having a child learn to spell words by seeing them and using them in sentences?

4. What steps should be taken in teaching the first printed or written word?

5. What subjects in the common school course of instruction are specially fitted to develop the common or practical judgment? Give reasons.

ARITHMETIC.—1. A had \$420, B \$598, and C \$924, and they agreed to purchase lots of the same value at the highest price that would allow each man to invest exactly the amount of his money. Required the price of the lots and the number each bought.

2. A hound in pursuit of a fox, which was 7 miles in advance of him, ran $2\frac{1}{3}$ hours at the rate of 10 miles an hour; the fox advanced at the rate of $7\frac{1}{3}$ miles an hour for $2\frac{1}{3}$ hours; how far in advance of the hound is the fox?

3. Divide 448 A., 3 R., 24 sq. rd. of land among A, B, C, and D, so that A shall have $\frac{1}{8}$ of the whole + 4 A. 3 R. 6 sq. rd.; B $\frac{1}{5}$ of the remainder; C $\frac{1}{3}$ of what then remains; and D the rest. How much will each receive?

4. The longitude of New Orleans is $90^{\circ} 7'$ west, that of Philadelphia $75^{\circ} 10'$ west; what is the time at N. O. when it is 8 o'clock 20 min. 40 sec. at Philadelphia?

5. Reduce .03125 of a mile to feet.

6. Add $\frac{1}{5}$ of a bushel, $\frac{2}{3}$ of a peck, and $\frac{3}{4}$ of a quart.

7. An opera-glass was sold for $\$5\frac{1}{2}$, which was $46\frac{2}{3}\%$ more than its value; what was its value?

8. A general in attempting to mass his brigade, consisting of 7300 privates, into a solid square, found that he had 75 soldiers more than enough to complete the square; required the number of soldiers in the side of the square.

9. Says A to B, $\frac{3}{4}$ of my age equals $\frac{2}{3}$ of yours, and the sum of our ages is 136 years; required the age of each. (Give analysis.)

10. What is a bank? A bank of deposit? A bank of issue? What is interest?

GEOGRAPHY.—1. Sketch an outline of Massachusetts and locate upon it Boston, Springfield, Worcester, and Lowell.

2. Bound Colorado, and tell what is the chief source of prosperity to its people.

3. Describe the Danube River. The Rhine.

4. What waters are connected by the Suez Canal? By the Strait of Otranto? By the Bosphorus? By the Straits of Magellan? By the Straits of Dover?

5. Sketch an outline of South America, with its three river systems, naming each river.

6. Give the commercial advantages incident to the location of San Francisco.

7. How are Norway and Sweden related in their government? For what is Holland chiefly noted?

8. Describe the life of the Esquimaux. What portion of British America does Canada include! Locate the capital of Canada.

9. Describe the climate and agricultural products of Kentucky.

10. What are the chief productions of the Indian Peninsulas?

GRAMMAR.—1. Comparison of adjectives indicate what?

2. In what ways may adjectives be compared? Give examples.
3. The man is dead, when honor dies. Give the uses of *when* in the above sentence.
4. Give a synopsis of the verb *see* in the passive voice.
5. Give the principal parts of the verb *bear* (to carry), *bid*, *grow*, *lay*, *blow*.
6. I grant that, men continuing what they are, there must be war. What is the use of the phrase, *men continuing what they are*?
7. Correct the following, if necessary:
 - a. I do not know but that this is correct.
 - b. Neither the servants nor their master are to blame.
 - c. We were comparing Napoleon and Cæsar's victories.
8. How does the complex sentence differ from the compound?
9. What are the necessary elements of every thought? Define each.
10. Name, and give examples of, the different kinds of subordinate clauses.

PHYSIOLOGY.—1. Give a detailed account of the brain and nervous system, describing the white and gray matter, the chief ganglia, the spinal cord, and the different kinds of nerves. 50

2. Explain, also, reflex action and the functions of ganglia, of sensory and of motor nerves. 50

HISTORY.—1. What two chief causes brought the Pilgrim Fathers to this country? 5, 5

2. Name the two discoverers of the Mississippi. In what did their objects of discovery differ? 5, 5
3. What fundamental obligation rests upon Indiana to provide for a complete and permanent system of free education?
4. What American, during the Revolutionary period, was celebrated for his wit, his dignity, his patriotism, and his scientific attainments?
5. What was a characteristic feature of Washington's campaigns, in which he followed a celebrated Roman general?
6. Name two important events in Jefferson's administration 5, 5
7. Why did Massachusetts object to the abolition of the slave trade in the Constitution? How was it compromised? 5, 5
8. Briefly describe the Geneva Arbitration.
9. What event occurred to mar the rejoicings for peace after the Civil War?
10. What other event, of a like character, has occurred in our history?

ANSWERS TO QUESTIONS PUBLISHED IN MAY.

HISTORY.—1. The Ordinance of 1787.

2. The United States held that the inhabitant of a foreign country, although a native-born citizen of that country, could come to this country and, by giving the notices of his desire so to do, and residing in this country for the term of years, and under the circumstances ordered

by our laws, could sever his allegiance with any or all other countries, and become a citizen of this, entitled to all the rights and protection of a citizen. This was denied by England, who held that "Once an Englishman, always an Englishman" could never be made false voluntarily by any one.

3. The desire of the South to extend the territory in which slave labor would be profitable led to the annexation of Texas and the war with Mexico, in the settlement of which we acquired the Province of California. Both North and South endeavored to settle the territory as rapidly as possible, the South that under the principles of the Missouri Compromise it might become slave territory, the North that as much as possible might be occupied by white laborers. The discovery of gold caused so rapid an influx from the North of all sorts and kinds of men good and bad, the latter largely in the majority, as to cause trouble to the government as to the kind of government to be provided. The people finally took the matter into their own hands and organized a State government prohibiting slavery. The South resisted the admission of the State, but unsuccessfully. Their feeling against the North became from this still more embittered, and the determination to secede more fixed, especially as the general principle of exclusion of slavery from the territories seemed to them to be gaining ground.

4. The purchase of Alaska, which now promises to almost rival California in certain kinds of wealth.

5. The answer to this question will vary, as the views of candidates vary, and of course the reasons for their views.

READING.—1. Three essentials of good reading: possession of the thought, possession of the symbols by which the thought is expressed, good vocal delivery; or, attention, perception of thought or sentiment, reflection; or, good pronunciation, good enunciation, proper emphasis, etc.

2. The kinds of emphasis are variously named by different authors. *Dale* says: "Emphasis is not an element in reading, but rather a blending of elements. Any change whatever in modulation is an example of emphasis." *Fenno* says: "Emphasis consists of any peculiarity of utterance which will call special attention to a particular word or [to particular] words in a sentence. Thus it will be seen that emphasis may be of force, stress, quality, pitch, or rate. * * * In general we should emphasize words, phrases or clauses that are particularly significant or that contrast; anything repeated for emphasis: a succession of objects or ideas." *Murdoch* gives the following varieties of emphasis: 1. The Emphasis of Antithesis; 2. Absolute Emphasis, or the enforcement of thought or passion on one word or on a succession of words, from their own peculiar expressive character; 3. Emphasis of Ellipsis, enforcing a word to supply the meaning of others omitted; 4. The Emphatic Tie, which distinguishes certain

words for the purpose of connecting them upon the ear, to point out their grammatical relations where the syntax is obscure; 5. The Emphatic Phrase or Clause. *Russell* says: "Emphasis extends to whatever expedient the voice rises to render a sound specially significant or expressive." He classifies: Impassioned Emphasis, as of martial ardor, earnestness, anger, revenge, defiance; Unimpassioned Emphasis, as of designation, comparison and contrast, succession, shouting, etc.; Arbitrary Emphasis, which follows no rule and aims to give that peculiar element called "expression" to a sentence.

3. Questions requiring the falling inflection: When shall we go? What soldiers, villain?

4. The aspirated tone is the pure whisper, or the whisper in which there is no vocalization of the breath. All aspirated tones involve intensity, as in the extreme passions of love, hate, horror, anger, etc.

5. A method of conducting a recitation in the First Reader: (a) See that the form, sound, and meaning of new words are known. (b) Relate a simple story in which the thought and the sentiment of the lesson to be read are clearly brought out in simple words. (c) The attention of the members of the class being now taken away from themselves and from the words *as words*, they will probably read naturally, *i. e.*, with expression, when called upon.

PHYSIOLOGY.—1. Glands are secreting organs, the essential features of which are a layer of epithelial cells (superficial and deep), a basement membrane (of dense connective tissue), and a net-work of blood-vessels (capillary) supported by connective tissue. In most of them are also lymphatics. Being infolded, they form simple or compound sacs, lined with epithelium and having a single mouth or outlet. Tubular glands, such as the perspiratory and the peptic, are of about the same size throughout. Racemose glands, such as the sebaceous, are somewhat enlarged and divided by slight elevations at the deep end. Tubular and Racemose glands may be either simple or compound, according to whether they have a single duct or one chief duct with several smaller ducts, each extending to a secreting surface. The liver and the pancreas are compound glands. Other notable glands are the lymphatic, the cutaneous, the salivary, the lachrymal, the spleen, etc.

2. The skin is the outer covering of the human body. It is soft, flexible, elastic, and consists of two layers—the outer, or *cuticle*, and the deeper, or *cutis vera*, (Greek, *epidermis*, *dermis*). The cuticle is a horny stratum of cells cemented together. It overlies and protects the true skin. It contains no blood-vessels, nerves or lymphatics. The *cutis vera* consists of a close mesh of yellow elastic and white fibrous tissue above and loose areolar tissue below. It contains muscular fibres, blood-vessels, nerves, lymphatics and fat-cells. In its lower portions are coils of the secreting portions of sweat-glands, the ducts of which pass outward as spiral tubes and empty the secretion

(perspiration) upon the surface of the cuticle. The upper surface of the *cutis vera* is arranged in minute elevations, known as papillæ, upon which the cuticle is molded, giving it that peculiar ridged appearance easily noticeable upon the palms of the hands.

The appendages of the skin are the hair and the nails, both being special forms of cuticle. The hairs originate in peculiar bulbs in the *cutis vera*, are supported by deep folds of the cuticle, are moved by small muscles, and are kept in condition by the oil from the sebaceous glands, most of whose ducts open into the hair tubes.

The functions of the skin are various. We breathe through it, it is a sense-organ, its perspiration regulates the temperature of the body, it is a covering, certain waste materials are carried to its surface for more ready removal by soap and water, and it sometimes has a warning odor.

ARITHMETIC. — 1. $(14\frac{1}{2} \text{ ft.} \times 4 \times 10\frac{1}{4} \text{ ft.}) \div 9 \text{ sq. ft.} \times 15¢ = \$13.412 +$, Ans.

2. $200 \text{ (gal.)} \times 45¢ = \90 , cost; $200 \text{ (gal.)} \times \$2\frac{2}{3} = \$133\frac{1}{3}$, selling price; $\$133\frac{1}{3} - \$90 = \$43\frac{1}{3}$, gain. Ans.

3. $20\% = \frac{1}{5}$. $\frac{5}{6}$, cost, $+$ $\frac{1}{6}$, gain, $= \frac{6}{6}$, the selling price, or $\$36$. $\frac{1}{6} = \frac{1}{6}$ of $\$36 = \6 . $\frac{5}{6} = 5 \times \$6$ or $\$30$, cost of 1st cow. $\$36 - \$30 = \$6$, gain on 1st cow. $\frac{5}{6}$, cost, $- \frac{1}{6}$, loss, $= \frac{4}{6}$ or $\$36$. $\frac{1}{6}$ of cost $= \frac{1}{6}$ of $\$36 = \9 , $\frac{5}{6} = 5 \times \$9 = \45 , cost of 2d cow. $\$45$, cost, $- \$36$, selling price, $= \$9$, loss on 2d cow. $\$9$, loss, $- \$6$, gain, $= \$3$, loss. Ans.

4. $\frac{2\frac{1}{2}}{4\frac{1}{2}} + \frac{2\frac{3}{4}}{7\frac{1}{2}} = \frac{3\frac{1}{2}}{9\frac{1}{2}} = 3\frac{1}{10}$. Ans.

5. $10 \text{ bu.} + 3\frac{1}{2} \text{ pk.} + 7\frac{2}{3} \text{ qts.} + \frac{1}{2} \text{ pt.} = 11 \text{ bu.} 3 \text{ qts.} 1\frac{1}{2} \text{ pt.} = 711\frac{5}{8} \text{ pt.}$ Ans.

6. $\frac{3}{4} \text{ yd. cost } \5 , $\frac{1}{4} \text{ yd. cost } \frac{1}{3} \text{ of } \$5 = \$\frac{5}{3}$. $\frac{4}{3}$, or a yd. costs $4 \times \$\frac{5}{3} = \$\frac{20}{3}$. $\frac{7}{8} \text{ yd. cost } \frac{7}{8} \times \frac{20}{3} = \$5\frac{5}{6}$. Ans.

7. $\sqrt{.030625} = .175$; $\sqrt[3]{3048.625} = 14.5$. $14.5 + .175 = 14.675$. Answer.

8. $.32 \text{ da.} \times 24 \text{ hr.} = 7.68 \text{ hr.}$ $7.68 \text{ hr.} - .14 \text{ hr.} = 7.54 \text{ hr., or } 7 \text{ hr. } 32 \text{ min. } 24 \text{ sec.}$ Ans.

9. $\frac{2}{3} \div \frac{3}{4} = ?$ $1 \div \frac{1}{4} = 4$; $1 \div \frac{3}{4} = \frac{1}{3} \text{ of } 4 = \frac{4}{3}$; $\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \text{ of } \frac{4}{3} = \frac{4}{9}$; $\frac{2}{3} \div \frac{3}{4} = 2 \times \frac{4}{9} = \frac{8}{9}$; $\frac{2}{3} \times \frac{4}{3} = \frac{8}{9}$. Ans.

Rule: Invert divisor and proceed as in multiplication.

10. $50 \text{ rd.} : 80 \text{ rd.}$

$40 \text{ da.} : 75 \text{ da.}$

$1 \text{ ft.} : 3.2 \text{ ft.} :: 50 \text{ men: (Ans.) } 2160 \text{ men.}$

$1 \text{ ft.} : 4.5 \text{ ft.}$

(1) If 50 men build 50 rds., to build 80 rd. it would take a greater number of men, hence the 4th term must be greater than the 3d and the 2d must be greater than the first. Proceed in similar manner with remaining ratios.

(2) Product of means equal product of extremes.

GEOGRAPHY.—1. Glasgow is situated on the river Clyde, in the western part of Scotland. It is the largest city of Scotland, and an important commercial and manufacturing centre. Amsterdam, the largest city of Holland, is on an arm of the Zuyder Zee.

2. Louisiana has a sub-tropical climate, warm and moist. The chief productions are sugar, cotton, and rice.

3. The source of the Nile is in the lakes of equatorial Africa, whose waters rise periodically in consequence of heavy rains, and thus cause the regular rise of their outlet.

4. Cuba and Porto Rico belong to Spain; Jamaica, to Gt. Britain; Hayti is the seat of two independent republics.

6. Rio Janeiro is in the southeastern part of Brazil, near the Tropic of Capricorn; Calcutta is in the eastern part of India, on the Ganges, Canton in the southern part of China, both on the Tropic of Cancer.

7. (a) Maryland, Virginia, North and South Carolina, Georgia.
(b) Rice and sea-cotton.

8. New York, Michigan, Kentucky.

9. Cleveland has superior commercial facilities, being near the centre of the line of water-communication through the Great Lakes to the Atlantic seaboard. Canals and railroads connect the city with the coal fields and grain districts of Ohio, and the oil region of Pennsylvania. Wool, lumber, iron and copper are also brought in from the northwest and other points.

10. The chief productions of southern Russia are maize, flax, hemp, hops, beet-root, the vine, tobacco. Odessa is the chief seaport.

GRAMMAR.—1. Verbs indicate time by *tense*—*inflection*.

2. The present tense may express:—

(1) Present time; as, "The wind is blowing."

(2) A universal truth; as, "A straight line is the shortest distance between two points."

(3) What is habitual; as, "He writes for the press."

(4) Future events; as, "The ship sails next week."

(5) Past events to bring them vividly before the mind.

3. Nouns and pronouns have three genders. The masculine and feminine distinguish objects that have sex; the neuter is applied to objects that have no sex.

4. The relative pronoun has a preceding noun or pronoun to which it refers, and is used as a connective. The interrogative pronoun inquires about persons or things, and has no connective force, except when used in an indirect question.

5. The case form of the compound relative "whoever" is determined by its use in the clause to which it belongs.

6. The verb is the only part of speech which expresses *predication*.

8. Analyze: That which really belongs to the mind of the reader is attributed to that of the writer. A Complex declarative sentence.

"That" is subject nom., and "is attributed" is the predicate verb. "That" is modified by relative clause "which really belongs to the mind of the reader": "is attributed" is modified by the complex phrase "to that of the writer."

9. "Which is a relative pronoun, having the pronominal "that" for its antecedent. It is neuter, third, singular, and subject of "belongs": "reader" is a noun, common, third, masculine or feminine gender, and object of the preposition "of."

10. Parsing is valuable in that it familiarizes the pupil with the classes of words, their properties, and their relations to other words.

MISCELLANY.

A MEETING of Indiana Authors will be held in Plymouth Church, Indianapolis, June 30 and July 1.

BOURBON has closed a successful year's work under the direction of A. J. Whiteleather. R. A. Chase, of Plymouth, made an address to the graduating class of the high school.

The Governor of Pennsylvania has asked for the resignation of State Supt. Higbee. The Soldiers' Orphan Schools have been mismanaged and the Governor holds Dr. Higbee responsible for it.

THE RICHMOND NORMAL SCHOOL is full to overflowing. The present capacity of the building is not sufficient to meet the demands of the large number attending. Cyrus Hodgins is principal.

A TRI-COUNTY NORMAL will be held at Gosport, opening July 5 and continuing six weeks. The principals are Samuel Lilly, Gosport; Oscar Chrisman, Terre Haute; and L. B. Griffith, Mooresville.

NEW ALBANY.—The schools this year have done well under the superintendency of J. B. Starr. The high school prospers under the principalship of R. A. Ogg,—the graduates this year numbering 24.

AN ICE-FLOE has recently been discovered in Davis Strait (west of Greenland—southward bound), which had floated from near the mouth of the Lena River, Siberia. Upon it was a corpse and many relics of the Jeanette expedition. It is thought that the floe must have passed over or near the north pole.

NEWTON Co.—Supt. D. M. Nelson, assisted by an able corps of instructors, will open a five-week normal at Rensselaer July 26. The county institute will open August 30. The teachers of no other county in the state are afforded better facilities for improvement than are supplied the teachers of Newton county.

MOORESVILLE.—Arbor day was observed here. Last year the school planted over 150 trees, and most of them lived; this year (April 2) 42 more were planted. The citizens of the town have caught the spirit

and hundreds of trees have been planted along the streets. This shows what can be done when there is a *will*. L. B. Griffith is principal of the schools.

A STATE CONVENTION of Illinois principals will be held at Danville, Ill., July 1 and 2. An interesting program has been prepared. The Illinois State Supt. will make an address, and Prof. Colter of Wabash College will give an exercise. Reduced rates have been secured on railroads and at hotels. Indiana principals and superintendents are cordially invited to attend.

THE STATE UNIVERSITY has had the most prosperous year in its history. Its recently issued catalogue shows in its college classes 202, and in the preparatory school 80. President Jordan has aroused an enthusiasm never before known, and is proving the right man in the right place. The establishment of a chair of Pedagogy in the University is at Pres. Jordan's suggestion, and is in a wise move.

THE OLDEST REPORTS OF STATE SUPERINTENDENTS.

ED. SCHOOL JOURNAL—*Dear Sir*: I am frequently asked for information concerning the annual reports of the State Superintendents of Common Schools, issued prior to the adoption of our present State Constitution. No such reports are to be found in the Department of Public Instruction or in any of the offices in the State Building; and until recently I have questioned the existence of any such publications. A tardy reward has come to an extended search. I have found the reports in the Documentary Journals of the years 1849, 1850, and 1851, in the State Library. (By the general school law, January 17, 1849, the State Treasurer was formally declared to be *ex-officio* State Superintendent of Common Schools, and given a general supervision of all the common schools of the State—an extensive and ill-defined power which was never strained by the incumbents of the new office. Since Feb. 7, 1835, the State Treasurer had been required to render special services to the school system in the management of its funds, but his work had been only that of a financial agent.) Now it was expected that he would give his attention to other matters. His compensation remained, as before, to be fixed by the General Assembly annually, and do not know how much he received for his services.

The first report issued was by State Superintendent Samuel Hanna, and appeared late in the year 1849. It is very brief, and is of interest chiefly for its list of the text-books used in that day. Superintendent Hanna was noted as an attorney and as a jurist, and was one of the most eminent citizens of the State. State Superintendent James P. Drake issued reports in 1850 and in 1851. The latter of these exhibits an earnest desire for the safety of the funds and for the collec-

tion of the revenues, contains financial statements from every county, and must have been of value to his early successors under the new Constitution. Supt. Drake was an eminent citizen of Indianapolis and a gallant soldier of the Mexican war. Judge Hanna and Gen. Drake are the only Superintendents who served under the act of 1849. Copies of their reports are to be obtained and filed with the official documents of the Department of Public Instruction.

Yours very truly,

HUBERT M. SKINNER.

THE READING CIRCLE.

SECOND ANNUAL EXAMINATION CIRCULAR.

To Managers and Members of the Teachers' Reading Circle:

Examinations last year were held in fifteen counties, generally with very good results. It is to be regretted that there were some causes of discouragement to examinees. Owing to circumstances which could not be controlled, returns were tardily made, and perhaps in a few instances due credit was not given. Careful arrangements have been made for the future, and all papers submitted will receive prompt and close attention. If examination papers are promptly sent in, the grades will be early made out; and if in each case the paper bears the name and address of the examinee, he may expect an early return of his credits.

Many urgent reasons for passing the examination will occur to all who have pursued the course of reading. We submit but one. The State Board has directed county superintendents to accept the examination on the Reading Circle course as an equivalent for that part of the county examination of teachers which relates to the science of teaching. The severe physical strain and mental weariness incident to the customary long examination of applicants in a single day, will be relieved by this division of the work. A similar provision with reference to state examinations has been made, the diplomas for the four years' course being receivable in place of the work in pedagogics.

Instructions to County Managers.

1. Examinations on first and second years' work will be conducted by County Managers, in their respective counties, the third Saturday in June (June 19), 1886.
2. All are entitled to their examination who have, (a) completed the work assigned, and (b) paid to the County Manager the examination fee (noted elsewhere in this circular). Members who have not finished the entire course, may take examination over the one or two completed branches and be credited for what is done.
3. Examinations will be conducted on the plan of the regular

monthly examinations for teachers' license, questions being printed on slips and forwarded to Managers in sealed packets.

4. Manuscripts of applicants, together with the examiner's fees, will be forwarded to the Secretary of the Board of Directors (H. M. Skinner), immediately following the examination; and a list of the examinees, with the address of each, must accompany the MSS.

5. Papers will be graded by the Board of Directors, and statements of standing forwarded to the several members.

6. County Managers will collect of each applicant a fee of twenty-five (25) cents, which shall constitute a fund from which the per diem of County Managers shall be paid.

7. County Managers will do themselves credit and Reading Circle interest great good by acquainting teachers with the time and conditions of the examination, and the need to complete the year's work at once. Record will be preserved at the Secretary's office, of all membership credits, and unfinished work may be brought up afterwards; but it is advisable that each year's work be finished at the time prescribed.

8. As early as convenient, County Managers will please inform the Secretary by postal card, as to number of question lists desired.

9. The business of the current year must be closed by the first day of July, 1886; full and complete returns of all fees and membership lists should be in by July 5.

Whatever may have been your experience last year, use your best efforts to secure a large number for the coming examination. Indications are that the *per diem*, which before was so small, will be hereafter more nearly commensurate with the work performed by the County Manager.

Third Year's Work.

Provision is making for the continuation of the Circle work during the following school year pursuant to the original plan for a graded course. A circular will be issued at an early day setting forth in full the course to be followed, together with instructions to County Managers concerning the admission of new members, etc.

For the Board:

JOSEPH CARHART,
HUBERT M. SKINNER,
MATTIE CURL DENNIS,
Committee.

J. W. Layne, Supt. of the schools at Danville, Ill., has been elected Supt. of the Evansville schools. Mr. Layne was formerly an Indiana teacher and returns to the state with the reputation of being a highly successful superintendent. The Journal extends to him a cordial welcome and wishes him eminent success in his new and important position.

NORTHERN INDIANA TEACHERS' ASSOCIATION.

The fourth annual session will be held at Maxinkuckee Lake, Marshall county, June 29-30 and July 1, 1886.

PROGRAM.

TUESDAY EVENING, June 29, 7:30.—Meeting called to order by the President, D. W. Thomas, Supt. Wabash schools. Music. Welcome address by Hon. C. H. Reeve, Mayor of Plymouth, Ind. Response by State Supt. J. W. Holcombe. Music. Address by the retiring President, D. W. Thomas. Inaugural address by T. B. Swartz, late Supt. of Elkhart schools.

WEDNESDAY, 9:00 A. M.—Music. Miscellaneous Business. Paper: "Arnold Guyot and his Idea," by M. Seiler, of the State Nor. School. Discussion opened by E. B. Meyers, Prin. Fourth Ward School, Elkhart. General Discussion. Paper: "Duties of the Teacher to the Reading Class," by G. L. Vorhees, Supt. of schools, Crown Point. Discussion opened by W. A. Hosmer, Supt. of La Porte Co. schools. General Discussion. Miscellaneous Business.

Afternoon Session, 1:30 P. M.—Music. Paper: "Doing by Learning," by S. S. Parr, Prin. Normal School, De Pauw University. Discussion opened by L. H. Jones. General Discussion. Music. Paper: "What should be the Test of Promotion?" by E. W. Wright, Supt. of Kendallville schools. Discussion opened by Charles H. Bartlett, Prin. high school, South Bend. General Discussion. Music. Paper: "Enthusiasm—Pro and Con," by Isabel J. Burke, of Michigan City schools. Discussion opened by J. M. Olcott. General Discussion.

Evening Session, 7:30.—Music. Lecture: "Governments by the People," by Prof. J. A. Woodburn, of the Indiana State University. Music.

THURSDAY, 9:00 A. M.—Music. Paper: "Music as a Branch of Education," by Prof. W. T. Giffe, of Logansport. Discussion opened by ———. General Discussion. Paper: "Upon this Rock," by E. E. Smith, Prof. of English Literature and History, Purdue University. Discussion opened by W. A. Bell. General Discussion. Miscellaneous Business.

Afternoon Session, 1:15 P. M.—Music. Paper: "Education Made Practical," by W. H. Hailman, Supt. of La Porte schools. Discussion opened by O. Z. Hubbell, Supt. of Bristol schools. General Discussion. Report of Committees and Election of Officers. Music. Adjournment. Excursion on the Lake, 3:30 P. M.

Thirty minutes are allowed for each paper, and the same time for discussion, thus giving one hour for the consideration of each paper.

Maxinkuckee Lake, on the Vandalia—Terre Haute & Indianapolis R. R.—is one of the finest and most popular summer resorts in the state. Good hotel accommodations at reasonable rates have been pro-

vided. Arrangements have been made with the Central Passenger Committee for reduced fare on railroads, upon the certificate plan:

1. Persons wishing to attend the Association must obtain from the Secretary, John Mathers, Warsaw, Ind., certificates in advance of starting from home.

2. These certificates must be presented to the ticket agent at the point of starting, who will fill the blanks, and collect one fare for each certificate.

3. Before returning the certificates must be signed by the secretary of the Association, when the holder, on presenting the same to the agent, will be given a return ticket by the holder of the certificate paying one-third of one fare.

4. Persons not obtaining certificates in advance of their going to the Association, can not avail themselves of the reduced rates.

5. The certificates are good for two days after the adjournment of the Association.

6. Address John Mathers, Warsaw, Ind., enclosing a postage stamp for the return of certificate.

Every teacher in Northern Indiana should help to make this the most interesting meeting yet held. Let all turn out and swell the attendance.

Superintendents and teachers will confer a favor by seeing that their local papers make proper announcement of the meeting, and especially the railroad arrangements.

D. D. LUKE,

Supt. Ligonier schools, Chairman Ex. Com.

THE PURDUE CATALOGUE for 1885-6 is out. Its attendance shows: Post-Graduates 3, College 156, Preparatory 56. Graduates this year 16. Juniors 10, Sophomores 27, Freshman 76, Irregular and Special 14, School of Pharmacy 13. The Preparatory Class shows: Regular 116, Irregular 40. In the three years of Pres. Smart's administration the College has grown 39, the Preparatory Class 57, showing a total gain of 96. Fifty-six counties are represented. The course of study shows a considerable enlargement in the number of elective studies over last year. The Faculty roll shows a president, 14 professors, 5 instructors, 5 assistants. Commencement, Thursday, June 9th.

TERRE HAUTE is erecting one of the finest high school buildings in the state, at a cost for building alone of about \$46,000. The building is plain, substantial and commodious, and is an honor to the city. The high school is unusually large and prosperous, and the lower schools are not behind the high school in point of efficiency. Supt. Wiley and from twelve to twenty of his teachers will go to the National Association at Topeka.

WARREN CO.—The schools of this county are said to be in excellent condition and improving, under the management of Supt. C. P. Brown, who is doing energetic work. He will conduct a normal July 19th to August 13th, and follow it with the institute.

THE VANDALIA RAILROAD, running directly from Indianapolis to St. Louis, wishes teachers to know that it will sell tickets to Topeka and return as low as the lowest, and that it offers all the facilities offered by any other road. If a sufficient number will go to justify, reclining chair cars will be run from Indianapolis to Topeka without change. The Journal desires to give teachers all the information possible in regard to the different routes and then leave them free to select for themselves.

DE KALB CO.—Through the advice of the Co. Supt., C. M. Merica, eight of the townships last fall employed their teachers for the school year, and in these townships the work was perceptibly improved. The county graduates 26 pupils from the common schools. Butler held common school graduating exercises. The Co. Supt. in his address to the board of education made many good suggestions.

THE JOURNAL regrets its inability to mention all the high school commencements that take place at this season of the year. The programs in many instances are in excellent taste. These programs and cards of invitation are gladly received, and would be answered in person if possible.

THE STATE CONVENTION of County Superintendents will be held in Indianapolis June 2 and 3, and go on an excursion to visit Purdue University on the 4th. A report of the meeting will appear next month.

FOUNTAIN CO.—The fifth county normal will open in Covington July 20, under the direction of county Supt. Bingham. Among the instructors are V. E. Livengood, J. V. Coombs, and Mrs. Bingham.

THE NORMAL SCHOOL at Mitchell is reported in excellent condition under the joint principalship of Messrs. W. E. Lugenbeel and E. F. Sutherland.

THE INTER-STATE TEACHER is the name of a new paper started at Covington in the interest of the new normal school located there.

HOPE.—The normal here has an attendance of over 150, and is reported in excellent condition. J. F. W. Gatch is the principal.

CONNERSVILLE.—The schools have just closed another prosperous year under the superintendency of J. L. Rippetoe.

THE La Fayette high school has a large and promising graduating class this year. J. A. Zeller, principal.

IOWA has eleven female county superintendents. Indiana should have at least that many.

PERSONAL.

B. B. Harrison, of Waterloo, will take the Auburn Schools.

J. T. Erwin is principal of the Patoka schools. These schools employ six teachers.

T. J. Sanders has closed a successful year at Butler, and will continue in charge next year.

J. B. Evans is still principal of the New Ross schools. He is now conducting a successful normal.

W. W. Byers is still principal of the Terre Haute high school—the largest high school in the state outside of Indianapolis.

J. M. Olcott has resigned the superintendency of the Greencastle schools, and report says he will enter into business in Chicago.

Miss Jessie Robertson, a graduate of the Mitchell Normal, has been eminently successful as principal of the Shelbyville high school.

Cyrus W. Hodgkin, Prin. of the Richmond Normal School, has been nominated for Supt. of Public Instruction, by the Prohibition party.

D. Eckley Hunter, having closed his public school, is conducting a normal at Terrell, Texas. He will accept institute work in Indiana.

W. H. Sims has been re-elected Supt. of the Goshen schools. His entire corps of teachers were also elected. This indicates harmony and prosperity.

J. V. Coombs, well known to many Indiana teachers, has returned to the state and accepted the principalship of the normal school to be located at Covington.

H. C. Fellow, formerly principal at Elwood, and who will graduate this month at Earlham College, has been elected Prof. of Mathematics in Wilmington College, Ohio.

Edward B. Funk, two years Prin. at Lanesville, came out ahead in a competitive examination for West Point. He has also been re-elected at an increased salary.

Elmer E. Griffith, a graduate of the State University (1885), for the past year a teacher in the Indianapolis high school, has been elected Supt. of the Frankfort schools.

J. P. Funk has closed his twelfth year as Supt. at Corydon, and will continue next year. He will open a normal July 26. Additions will be made to his school buildings next year.

W. H. Fertich has been re-elected superintendent of the Shelbyville schools for a fourth year at an increased salary, \$1400. Mr. Fertich's case, which many will recall, is still pending in the Supreme Court.

J. Fraise Richard, formerly principal of the Logansport normal, is now engaged with Warner, Beers & Co., of Chicago, in publishing county histories. Mr. Richard is now writing the history of Franklin county, Penn.

M. W. Harrison, Supt. of the Auburn schools, has been chosen Supt. at Wabash, to succeed D. W. Thomas, who goes to Elkhart. Mr. Harrison is a graduate of Oberlin College and will make a worthy successor to Mr. Thomas.

Prof. L. S. Thompson, of Purdue University, has been again engaged to conduct the school of industrial art at the Summer Assembly at Monteagle, on the top of the Cumberland Mountains in Tennessee. The school opens June 30th.

Lewis H. Jones, Supt. of the Indianapolis schools, is to attend the 25th anniversary meeting of the Oswego Training School and make an address on the influence of that school in the West. Mr. Jones was one of the early graduates of that noted school.

W. H. Wiley, Supt. of the Terre Haute schools, is now of age—i. e., he has served the schools of this city 21 years—4 as principal of the high school and 17 as superintendent, and yet the schools are prosperous, and he is "on deck" again for next year.

Thomas W. Bicknell has sold out his interest in the New England Publishing Co., and has severed his connection with the *Journal of*

Education. He will hereafter devote himself to the interest of the Chautauqua Teachers' Reading Circle. A. E. Winship is Mr. Bicknell's successor as editor-in-chief of the *Journal of Education*.

Dr. Dio Lewis, the noted hygienic reformer, died May 21. He has for many years devoted his time to opposing the use of drugs and advocating physical training as a part of public education. Of course he condemned in strong terms the use of narcotics and alcohol.

R. G. Boone, Supt. of the Frankfort schools, has been tendered the chair of Pedagogy in the State University, and it is understood that he will accept. Mr. Boone is one of the clearest headed educational men in the state, and his close study of mental science and the philosophy of education for years past, has eminently fitted him to fill this important position. The trustees of the University have done a wise thing to establish such a chair, and have made no mistake in selecting a man to fill it.

W. H. Venable, many years ago an Indiana teacher, but for the last twenty years a teacher in Chickering Institute, Cincinnati, Ohio, is to retire from active school work at the close of this school year. For several years past Prof. Venable has been principal of the school with which he has been connected so long and has made it a success. He is best known to Indiana teachers through his U. S. History and his poetry. One of the most beautiful poems in the language—"The Teacher's Dream"—is from his pen.

Mr. Venable ought to be Ohio's next School Commissioner. He can fill that place worthily.

John Cooper, who has for four years past been superintendent of the Evansville schools, has been notified by the trustees that his services will be no longer needed. This will be a surprise to every one who knows Mr. Cooper. For thirty years he has not had to ask for a place, and during that time he has filled important and responsible positions. During all this time no man in the state has sustained a higher reputation as an efficient teacher and superintendent. After he had been at Evansville two years he was recalled to Richmond at a salary of \$2500, and the Evansville board raised that amount and elected him for two years to keep him from going.

The fact that the Evansville board, as at present constituted, has within the last year made a number of changes in the school force, even including the janitors, and in every instance filled the place made vacant with a person belonging to the same political party to which the board belongs, and the fact that the change in superintendent follows the same line of action, forces the conviction that politics was the *moving* element.

These statements are made, not to find fault with the appointments, because so far as the Journal knows they have been good ones, but to show the real cause of Mr. Cooper's displacement. The Journal also wishes to condemn in the strongest terms any school board of any party that allows politics to influence its appointments.

Hon. E. E. White has been elected superintendent of the Cincinnati schools in place of J. B. Peaslee. As Mr. White was for several years president of Purdue University, and is well and favorably known to many teachers in Indiana, the following, taken from the proceedings of the meeting of the board that elected him, will prove of interest.

Mr. Robert J. Morgan, in nominating Prof. White, read the following interesting sketch of his life:

"Hon. E. E. White, LL. D., was born in Portage county, Ohio, and is about fifty-two years of age. He was educated in the public schools, and graduated at Marietta College, Ohio, and has taught in all grades of schools, from the ungraded country school to the State University. He has had actual experience in teaching and superintending graded schools in towns and cities, in every grade—primary, intermediate, and high school. He has taught and superintended schools in Cleveland and Columbus. He has devoted his whole life to actual work in schools and the study of school systems and methods of instruction, and is known and recognized as one of the most eminent educators, if not the leading educator in the United States. He was School Commissioner of Ohio for 1863–5, and, though it was the time of the war, did much to build up the schools throughout the state. During his administration he was instrumental in securing important legislation for the benefit of the public schools.

He was editor of the *Educational Monthly* and *National Teacher* for many years, and is a writer on educational subjects of well known ability and reputation; is also author of several works on educational subjects, as "Mental Philosophy as Related to Education," "Oral Lessons in Numbers," etc.

He was elected President of Indiana Purdue University in 1876, which position he filled with great success and satisfaction, until he resigned in 1882. He has been living on Walnut Hills, Cincinnati, since then, devoting his time to writing and lecturing on educational subjects. He is in good health, is in the prime of life, and is qualified by general and accurate scholarship, by extended and ripe experience, in high reputation and noble and exalted character to fill the highest educational position in the country."

INDIANA TEACHERS' READING CIRCLE—OUTLINES.

BROOKS' MENTAL SCIENCE.

EXPLANATIONS.—The Outline presented on the following pages, is an attempt to present in one view the leading points in the Reading Circle text in Mental Science. The book is an admirable one for the use of teachers doing elementary work in this line. The culture chapters are appropriate and reliable. The phraseology is simple. If the scheme herewith presented shall serve to give a better conception of the subject as a whole, it will have done an admirable service. No book can have been well read, that has not in some way been summarized. Something definite must be held in mind as a residuum.

The quotations given will bear careful study. They are numbered to correspond with the subject illustrated. Numerous authors are quoted; not so much to form a body of psychological doctrine, as to collect the data for some general conclusions; to find, and present, what the best thinkers have said on these great questions.

The outline presents nothing that will not abundantly repay any reader for the time and effort of a careful perusal. R. G. BOONE.

PSYCHOLOGY.

MIND FACULTIES.

Mind Attributes.		Introduction.	
Related Sciences		Anthropology	1
		Logic	2
		Ethics	3
		Æsthetics	4
		Ontology	5
Mind		In relation to matter.	6
Mind Faculties			7
Consciousness		In Perception	8
Sub-consciousness		In Understanding	9
Attention		In Memory	10
Perception		Nature	11
		Source of Knowl'ge	12
		Acquired Percept's	13
Memory	Elements	Retention	14
		Recollection	15
		Representation	16
		Recognition	17
		Similarity	18
	Laws	Contrast	19
		Causation	20
Imagination	Forms	Contiguity	21
		Phantasy	22
		Fancy	23
		Imagination	24
	Products		25
	Abstraction		26
Understanding	Generalization	Perception	27
		Concept	28
	Judgment	Classification	29
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- 3 Is the psychology of conduct..... "
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- 5 Is the science of being in general..... *Webster.*
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- 7 The whole soul must be educated in the harmony of its faculties..... "
- 8 Faith in consciousness is the condition precedent to all intellection..... *Munsell.*
- 9 The subconscious (unconscious) is the basis of the conscious..... *Thompson.*
- 10 The greater or less energy in the operations of knowing is called attention..... *Porter.*
- 11 The activity of sense and the knowledge resulting are the foundation of all mental
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- 12 Every act of acquired perception is an act of induction..... *Porter.*
- 13 Is the fundamental element of memory..... *Munsell.*
- 14 Is the active side of memory..... *Sully.*
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- 16 Is the identifying element of memory..... "
- 17 Revival by similarity commonly involves contiguity..... *Sully.*
- 18 Is a phase of the primary function of the mind, named discrimination..... *Bain.*
- 19 Every phenomenon requires and presupposes the fundamental relation of cause
and effect..... *Porter.*
- 20 Objects once viewed in connection by the mind, afterward retain that connection. *Haven.*
- 21 Includes revery, hallucination, dreaming, nightmare, etc..... *Schuyler.*
- 22 Comus, as compared with *Paradise Lost*, is a work of Fancy..... *Bain.*
- 23 Is a mental vision of the ideal or possible. *Munsell.*
- 24 We rise above and soar beyond the actual in the ideal which we imagine..... *Porter.*
- 25 Seeing resemblance between things that differ is the beginning of abstraction..... *Bain.*
- 26 Knowledge in all cases begins with the concrete..... *Munsell.*
- 27 Is dependent upon percept for representation..... "
- 28 All classification involves and depends upon the Judgment..... *Stewart.*
- 29 A judgment is but a comparison of two concepts *Munsell.*
- 30 Reasoning is the evolution of a truth involved in some already admitted truth..... *Haven.*
- 31 In a true syllogism the inference or conclusion is necessary..... *Munsell.*
- 32 Every deduction involves induction..... *Thompson.*
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- 36 Succession is involved in time and is the occasion of the idea of time..... *Brooks.*
- 37 Space with its relations is perceived in connection with body and its changes... *Hamilton.*
- 38 The idea of identity affords the logical basis of all affirmation and definition..... *Munsell.*
- 39 Every finite event is an effect. i. e., has a cause..... *Porter.*
- 40 The leading idea of the Beautiful is harmony and proportion..... *Brooks.*
- 41 Terror is, in all cases, either openly or latently, the ruling principle of the sublime. *Burke.*
- 42 The more advanced in civilization, the more prominent the idea of the Ludicrous. *Brooks.*
- 43 Is much under the influence of custom and habit. *Sully.*
- 44 In spite of numerous differences as to the right, there is a large region of uniformity. "
- 45 A tender conscience ought to be tenderly handled..... *Burke.*
- 46 Is a perpetual gladness..... *Anon.*
- 47 Some of our greatest poets have been infected with melancholy..... *Munsell.*
- 48 The life of the ascetic and misanthrope is wholly abnormal..... "
- 49 The growth of intelligent sympathy means progress in refinement..... *Sully.*
- 50 True pride is an inherent quality in man, and is his noblest characteristic..... *Crabbe.*
- 51 If not carried to excess, is a valuable and attractive trait of character..... *Brooks.*
- 52 Novelty is the great-parent of pleasure..... *South.*
- 53 Chronic ennui is perhaps the most miserable state known to man. *Munsell.*
- 54 Is the first of all emotions..... *Descartes.*
- 55 The beautiful alone, though it tends to soften and purify, may enervate..... *Munsell.*
- 56 Has greatness, not form for the prominent circumstance *Sully.*
- 57 Has reference more or less to what is personal..... *Crabbe.*
- 58 Applies to particular circumstances; duty is general..... "
- 59 May be temporary, but is awakened by some particular offense of peculiar mag-
nitude or atrocity..... "
- 60 The feeling of kinship is a priceless blessing to mankind..... *Brooks.*
- 61 Finds admittance only in minds of lofty make..... *Crabbe.*
- 62 Is the completion of thankfulness *Anon.*
- 63 A nation's life is rooted in the feeling of patriotism, in the bosoms of its citizens... *Brooks.*
- 64 Is broader than patriotism and is closely allied to sympathy..... "
- 65 Is the highest form of the affections..... "
- 66 Meanness of character, acts of injustice and oppression, should be resented..... "
- 67 We are jealous of what is our own; envious of what is another's..... *Crabbe.*
- 68 Is neither the mark of a noble and generous, nor a manly and brave spirit.... *Haven.*
- 69 Nature needs rest as well as activity *Brooks.*
- 70 By the Scriptures, *self-love* is made the standard by which to measure one's love
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- 71 Contract not the habit of entire dependence upon society for happiness..... *Brooks.*
- 72 The desire of wealth is a derivative feeling..... "
- 73 Is the spring and secret of the constant activity of the world..... *Haven.*
- 74 Disregard of public opinion is a mark neither of a well ordered mind nor virtuous
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- 75 Is a source of the most refined enjoyment..... *Brooks.*
- 76 Circumstances may be physical and objective; motives are mental—s), subjective. *Anon.*
- 77 Motive is the reason why the mind acts as it does..... *Haven.*
- 78 We are *free* to perform one action rather than another, as we are *free* to think one
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- 79 We hold that the principle of cause and effect reigns in mind as in matter..... *McCosh.*

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No. 7.

**THE RELATION OF SUPT. TO TEACHER.*

F. D. CHURCHILL, SUPT. AURORA SCHOOLS.

I AM not one of the number that believes a teacher should be turned loose in a school-room and permitted to teach what she will, when she will, and by any method she will. Neither am I of the number that believes that the teacher's individuality should be swallowed up in that of the superintendent for the sake of securing uniformity in school work.

I am of the number that believes that the superintendent has a function that can not be performed by the teachers, Gail Hamilton to the contrary notwithstanding, and that teachers have a function that can not be performed by the superintendent. And I believe that both are necessary to the successful administration of a system of schools. I believe that the function of the superintendent is to enforce the general rules and regulations prescribed by the school authorities, to see to it that the best possible teachers are employed, to see to it that a proper course of study is pursued and that the teaching is made effective. I believe that the function of the teacher is to be an inspiration and a guide to her pupils, keeping them in the right way, in order that by their own *guided* efforts they may acquire information and attain culture. In our belief the teacher is *the* important factor in this product, since she comes directly in contact with

*Read at the Southern Ind. Teachers' Association, held at Vincennes, March 25 and 26, 1886.

the mind to be cultured. The superintendent is not an unimportant factor in the result to be obtained, provided he keeps within his own sphere, performs his own function, and does not interfere with the teacher in the performance of hers. In order that the best result may be produced, it is necessary that the superintendent sustain the *proper* relation to teachers in the schools of which he has charge.

It is the business of this paper, if possible, to answer the question, "What is that relation?" It will best suit my purpose to answer briefly and in a single simple sentence as follows: The superintendent should be the teacher's friend. By virtue of the authority vested in him if he be her friend it lies in his power to make her path smoother, her burden lighter, her enjoyment of life greater. If he be not her friend it lies in his power to make her life a degraded and bitter one.

Now, will you have the patience to listen to me while in a blundering way I state some of the things that I think a superintendent will do if he sustains this relation to the teacher? First and foremost he will give her a fair chance to succeed. Do you know that there are thousands of teachers in this land of ours, earnest, faithful, conscientious, whose only desire, so far as this life goes, is to succeed in their chosen calling, and they are not permitted to succeed? Do you know that in the last several years so many subjects of science, philosophy, of literature and so on, have been introduced into the course of study in the common schools, that it is impossible for the best teacher living to succeed? When I say succeed, I mean to so teach that discipline and culture will be the result; to so teach that the product of the teaching will be a self-sustaining product. Do you know that one of the great obstacles to *great* success in the schools of to-day is the fact that too many things are attempted; that this is especially true in the higher grades, and yet true in all the grades? Do you know that teachers are aware of this fact and are saying that they should like to be permitted to teach *some* subject thoroughly, and not be compelled to introduce their classes to a subject, and when the introduction is barely done to drop it and introduce them to another, and then at the end of

the school life of their pupils to be compelled to face the humiliating fact that they have a *smattering* of many things and know nothing, and are devoid of both culture and discipline? Do you know that these multitudinous subjects have been put into the course with the consent if not by the advice of the superintendent? I venture the assertion that the instances are rare that a new subject has been added to the course over the opposition of the superintendent, and whenever he has permitted the course to become crowded he has not been a friend of the teacher, he has not been a friend of the pupil, and when he has not been a friend of the pupil, he has not been a friend of the state. In my opinion one of the great needs of the city school to-day is a superintendent with a conviction that a few subjects mastered, so that the pupil will feel at home in them, is more productive of culture and discipline than an introduction to a score of subjects; a superintendent with a conviction that it is the mission of the common schools to teach the rudiments and to teach them well; a superintendent with a conviction that it is no part of the business of the common schools to do college work, and then a superintendent with the courage of his convictions. That superintendent would be a friend to the teacher because he would give her a fair chance to succeed.

In the second place, if the superintendent sustains the proper relation to the teacher he will permit her to have her own manner of teaching. Now don't be frightened! Please bear in mind that there is a difference between manner and method. Method is fixed. Method is invariable. Method is based upon principles which never change. A correct method can be used by any correct teacher. Manner is not fixed. Manner can not be defined. Manner is as variable as individuals, and when I say that a teacher should be permitted to exercise her own manner I mean she should be herself, should exercise her own individuality. She should not attempt nor be expected to assume the individuality of the superintendent or any other man. Is it true that there are places where the superintendent is the school, where his individuality pervades every teacher? I have heard so. Is it true that the country school is more efficient than the

city school? I have heard so, and am not prepared to dispute it. If it is true may it not be accounted for in part by the fact that the country teacher is at liberty to teach in his own manner, to exercise his own individuality? How can a teacher develop individuality in her pupil if she has no individuality of her own? If she is trying to ape the manner of some one else—if she is nothing but a machine—machine did I say? no, not a machine, but simply a “crank” by which the machine is turned. The superintendent should insist upon correct methods, but he should have nothing to say as to manner.

In the third place, if the superintendent sustains the proper relation to the teacher he will not tyrannize over her. Do you know that there are small men in this world; and do you know that sometimes they are elevated to the offices of principal and superintendent of schools; and do you know that when this sad calamity happens, that these small men, like the frog in the fable, attempt to swell up until they are as big as large men, and frequently with the same result that the frog met? Do you know that they incessantly talk about *MY teachers*, *MY subordinates*, the *teachers UNDER me*, etc.? Do you know that such men tyrannize over the teachers in many ways—by requiring them to do police duty, standing in cold halls, exposing themselves to all kinds of weather, jeopardizing their health, sapping the strength which they ought to have to enable them to do their teaching? All this for the sake of absolute quiet in the halls. In his opinion whispering in the halls is a greater crime than neglect to prepare lessons. During this time he sits in the office on a cushioned chair. This same man gives teachers to understand that he wants no suggestions from them as to what ought to be done. He's the superintendent and therefore he knows what ought to be done, and all they have to do since they are underlings is to do as they are told. The superintendent who sustains the proper relation to the teacher does nothing of the kind. He regards her health as of more importance than police duty. He does not look upon her as a subordinate, nor does he think it necessary to try to impress her with the idea that she is an underling, because it is not true. He tries to impress all teachers with the

fact that there are no subordinate places in the school. That the work of one grade is just as important as that of another, and therefore the teacher in any grade is just as important a part of the school as the teacher in any other grade, or as the superintendent himself. He does not assume that he knows more of each grade than the teacher who has charge of it, because in many cases that would be assuming something that is false, and therefore any suggestion that teachers make with regard to their grades are gladly received and carefully considered. He wants each teacher to feel that she is a vital part of the school, and he would not have a teacher who could not think for herself. The superintendent who sustains the proper relation to the teacher is in no sense a tyrant.

In the fourth place, he will point out any errors that he may see she is falling into. Good teachers are liable to make mistakes. They may be using a wrong method or pursuing an improper course and not be conscious of the fact. He is employed on the theory that he knows what a correct method is and can detect a wrong method when it is employed before his eyes. When he does detect such a method he will point it out, showing where it is wrong and why it is wrong. He will not let her go on using the wrong method or pursuing the wrong course and then in the end complain of the results accomplished by her.

In the fifth place, he will sustain her in the discipline of her pupils. Many a teacher has failed ignominiously, who would have succeeded had the proper support been given her by the superintendent in the matter of discipline. He will be careful not to reverse a teacher's decision in a case of discipline unless she is flagrantly in error. The impression must be general throughout the school that the teacher's authority in all reasonable things must and will be sustained. Let it be understood that pupils or parents by appealing to superintendents can have the teacher's decisions reversed, and pandemonium will soon reign supreme.

In the sixth place, the superintendent who is a friend to the teacher will omit the periodical torture—or in other words the periodical examination. I have no desire to encroach upon the

territory that will be occupied by another paper in this connection, but I do want to say that the periodical examination, like the Chinese, must go. It has already worn the life out of too many teachers. It has already ruined the minds of too many pupils. Too long have pupils been studying in order that they might pass the examination. Too long have teachers been spending their time in preparing for the coming examination. A terse writer has recently said that this is the rat that gives employment to the rat-dogs. Then I say, "Kill the rat, and keep the dog for the good he has done," if there is nothing else for him to do, and you are too tender-hearted to kill him also.

But should not the superintendent have some means of knowing whether the teaching is effective or not? He certainly should, but the periodical examination is not the means. How can answering questions prepared by the superintendent determine the teacher's efficiency unless he also examines the answers, which he does not do? And how could it even if he did? A better way to determine this matter is to observe *how* pupils study, *why* they study, and whether they know subjects or simply isolated facts? What is the spirit existing between pupil and pupil, between pupil and teacher? If he satisfies himself that she is an efficient teacher, then he ought to have sense enough to keep out of the way and let her teach, and not be continually annoying her and hindering her from teaching by requiring her to be everlastingly preparing for examination. If he finds she is inefficient, examination is not the remedy, but the dismissal of the teacher is. When the periodical examination shall have been banished, no teacher will reply when asked what she teaches in her grade—"Teach? why, I hav'nt time to teach anything; it takes me all my time to prepare for examination."

Once more and lastly, the superintendent who sustains the proper relation to the teachers will be a co-worker with them. He and they are employed for the same purpose, viz: To work for the good of the children, and therefore to work for the good of the state. The idea that they are to do the work and that he is to observe them do it, and nothing more, is wrong. He is to encourage, inspire, direct. If the schools are very large it may

require all his time to do this, but is the charge not true that we are suffering from a disease called the supervisory fever? Is it not true that we are making ourselves ridiculous in the eyes of sensible people, because if we are placed in charge of a school of a few hundred pupils we think all our time ought to be spent in supervising, and that we should not be compelled to do any real teaching? In a work on "School Supervision" I find the following language:

"It is well to recollect that the ultimate support of our public school system is the well-earned confidence of the people. Good schools will necessarily cost large sums of money. The people have everywhere shown themselves willing to be taxed for educational purposes: but it is more than probable that in the natural course of events, there may be developed a tendency to reaction, and it is hence incumbent on all who are charged with the administration of public school affairs to make all expenditures as remunerative as possible. Should the principal of a school which numbers 1000 pupils spend his entire time in "superintending," it is probable that his employers would soon become disgusted with a system which needed so much watching. Teachers who need such constant oversight can not be economically employed, and there is danger that even *good* teachers would lose their ability for independent work under such a system."

To all of which I say Amen.

ON LEARNING GEOGRAPHY.

BY M. SEILER.

No doubt the most satisfactory way to become acquainted with the earth in its geographical character would be by actually seeing it.

The impression made upon the mind by actual contact of the senses with the object studied is certainly deeper and more enduring than that made by any other process. But whatever advantages are offered by this method of studying the earth, in actual experience it is absolutely impracticable. Not even a

tolerable knowledge of the geographical earth would be possible to one studying it by the method of direct and original observation alone. Even if he had unlimited opportunities for travel he could not possibly get a knowledge of the earth which would be accurate in any degree of detail. The earth, to be known geographically, must be examined, not by one pair of eyes but by ten thousand; and this examination must extend, not through a single lifetime only but through many ages of time. The portion of the earth's surface which is actually scanned by any one pair of eyes, under the most favorable circumstances as to travel, is insignificant in comparison with the whole. But a majority of people travel comparatively little, and these, in consequence, see still less of the earth. Nay, it may with good reason be doubted whether the man who has lived all his life in the neighborhood where he was born has actually looked upon all parts of his native township. Especially is this true of townships that are somewhat diversified with hills, valleys and plains. It is not at all probable that he could describe with any degree of accuracy as to details the course of streams and of hollows, the altitude of hills, the nature of the soil, and the different kinds of timber in this miniature territory.

If, then, an individual human being under ordinary circumstances, can not be said to know thoroughly, and from his own direct observation, the geography of that diminutive fraction of the earth's surface just considered, what must be the state of his knowledge of the geography of the great earth itself, in so far as that knowledge comes from personal observation! The fact is that the individual human being does not learn geography in that way. If geographical knowledge could be quantified it would be found that ninety-nine hundredths of that possessed by the average man or woman has been obtained not through the original observation of the individual himself, but from descriptions and various other forms of representation. Geography, the world over, is, of necessity, and always will be, studied second-hand, for the very simple reason that life is too short, and the opportunities for travel are too limited to study it in any other way, except in a very limited degree.

(In this paper no reference is made to geography work in primary schools where the fundamental concepts of the subject are, for the first time, to be learned.) And this fact is not to be looked upon as a misfortune. This method of learning Geography has its advantages. Geography has its place as a school study not alone because of the direct utility of the facts with which it deals, but because of its value as an instrument for mental discipline. In this latter aspect Geography yields higher results when learned from books than it does when studied directly through the senses. The activity of the mind in sense perception is the lowest of all its activities. It is the kind of activity by which the uncultured mind is always characterized. In sense-perception we think, but we think in particulars. The action of the higher faculties is but feeble, and feeble in a degree directly proportioned to the vividness—the intensity, of the act of perception. Now when the pupil studies geographical phenomena directly through the senses he thinks in particulars, and his higher faculties are but feebly exercised. The result is a kind of mental discipline which is in every way inferior, and a form of knowledge which is of the lowest type.

The highest type of thinking, that which is attended by the best discipline of the higher faculties of the mind, deals, not with particulars as in direct sense-perception, but with types or generals. The knowledge which comes through this kind of thinking is *thought-knowledge*. Compared with direct sense-knowledge it is of a much higher order, and the mental discipline resulting from its acquisition is correspondingly superior.

Now, when geographical phenomena are studied through books the mind of the learner is of necessity, thrown into an attitude peculiarly favorable to this higher discipline. The materials with which it is compelled to work are not particulars, as in sense-study, but generals lodged in the mind through the agency of language.

The processes of analyzing, comparing, contrasting, generalizing, judging and classifying are performed upon objects which the mind must, of necessity, have created for itself. The very fact that the mind must create for itself the materials with which it deals when studying Geography through books, goes far to

explain the superior discipline by which such study is attained. But there is another consideration: the reasoning power can act with greater vigor and with better results upon thought-material of this kind, than it can upon immediate sense objects. This is true because (1) conceptions which the mind has created for itself are more readily and quickly called up and arranged in order for use; (2) more of them can be crowded at once into the field of view. Objects of sense, as materials of thought, are heavy to handle. They can not be readily called up, nor quickly surveyed, nor can many of them be brought to view at once. The mental processes of analysis, synthesis, induction, etc., performed upon such materials are necessarily hindered; they are comparatively slow, feeble and laborious, nor do they result in that degree of discipline to the reasoning faculty which the study of the same objects by means of books would bring.

Thus far, in dwelling upon the advantages in discipline which the study of Geography through books affords, the effect produced upon the thought power of the mind has been considered. But the discipline which results from this kind of study pertains in a preeminent degree to the imagination.

When geographical phenomena are studied directly through the senses there is little occasion for the activity of this important faculty, and its culture is, therefore, at a minimum. Not so when those phenomena are studied through language or other forms of representation. If the work be efficiently pursued by this method, the imagination is, of *necessity*, stimulated to a very high degree of activity, and the resulting culture is correspondingly high.

In a good text-book on Geography more than half of the matter is descriptive, and the rest is explanatory; i. e., more than half is devoted to the description of geographical phenomena in all parts of the world, and the rest is devoted to the discussion of the causes of those phenomena, so far as the causes are known. Now the attitude of the mind, when engaged in the study of descriptive matter, is eminently creative; for, to succeed in this kind of study the imagination must create for itself true images and conceptions of the things described, i. e., images and con-

ceptions corresponding to those in the mind of the describer. The value of the discipline resulting from this kind of exercise can scarcely be overestimated; but it is a discipline which it is impossible to secure in any considerable degree when the phenomena studied are immediately present to the senses. From all the foregoing the conclusion follows that, from the standpoint of school-education it is not to be considered a misfortune that mankind in general must learn their geography from books. Since life is so short, and since, with the multitude of mankind the opportunities for travel are so few, it can hardly be doubted that by means of books they learn *more* geography, and through the learning get a *higher mental discipline* than they could through direct observation.

STATE NORMAL SCHOOL, TERRE HAUTE.

THE USE OF THINGS IN PRIMARY NUMBER LESSONS.

BY LAURA A. MOORE.

WHATEVER *we* are thoroughly interested in, whether it be business, pleasure or study, we are sure to learn a great deal about, and we are but children grown. If we can but succeed in keeping the little people wide awake and interested in their work they will certainly learn. In order to do this we must keep their feelings warm, and their *hands* as well as their *brains* busy. Some one has said that "ceaseless activity is the normal condition of healthy childhood." We all know how busy children are the whole day long. How often we hear mothers say, "Well, I don't know why it is, but my children are never still a minute. They can't be happy unless they are *doing something*." Of course—it is their nature. They abhor sitting still, doing nothing.

Imagine before us a class of little folks between the ages of five and seven. They are bright, wide awake, full of life and energy, unused to "sitting still" and "keeping quiet," and ready for—what? Just what we choose to give them. Suppose now we

say to them, "Now children, I have something to tell you, and I wish to see how many can remember and tell it to me—are you all listening? Well, "Two ones make two." How many can remember that? You may all say it after me—two ones make two. Now who will tell me what two ones make? John may, Susie, Harry, Gertie," and so we go on asking each child to repeat the important fact (which he knew before), that "two ones make two." But what is the trouble? The children begin to yawn, grow restless, inattentive, turn in their seats, shuffle their feet, whisper. They forget the lesson. They don't know what "two ones" mean—they don't care to know. They wish the teacher *would* stop asking them to say that, and let them go and play. A mischievous boy pulls his neighbor's hair, pinches him, takes his pencil, does *anything* so that he may rest his tired body and fingers. Perhaps as the result of our lesson two or three of the twenty children will remember, *without understanding its meaning*, that "two ones make two."

Will such a lesson really help the child? Will it not do more harm than good? Suppose instead of giving a lesson like the one described, we take a box of sticks, and giving a handful to each of the eager girls and boys, say, "You have all seen pigs haven't you? Well, who can tell me something about them? How their eyes dance, and the hands come up, and how anxious each one is to tell what he knows. Harry—our mischief—can scarcely contain himself, so eager is he to tell something. Oh, *he* knows all about *pigs*. Why, his Uncle John has ten, and yesterday one of them broke its leg and had to be killed. Susie tells us that a pig has four legs and a tail, John says they have pigs at home, and he helps feed them, and so on until each one has had his part in the talk and is fairly "brimming over" with interest in pigs. Then say, "Now suppose we play that these little sticks are pigs, and these squares on our desks (the top of the desk is ruled into inch squares) are pens, and we are going to put two pigs in each pen, *so*," taking one stick in one hand and one in the other, and placing them together in a square. How eagerly and *quietly* each child sets to work placing the "two ones" in the squares. They are interested and happy. The little hands have something to *do*, and their busy little brains

something to think about—they haven't time to think of getting uneasy or into mischief. We haven't told them that "two ones make two," but—and is not this infinitely better?—each child is finding it out for himself. He has a sense of growing power, he sees what is really meant by "two ones," and begins to apply his knowledge to things in every-day life.

How often teachers say, "Oh, I could teach my children so much if they would but be more attentive." It is *exceedingly* difficult to *force* their attention. We must *win* it. Children are imaginative, and by the help of a few objects, we can make any lesson interesting and attractive. To illustrate: We wish to give a lesson in subtraction. We give eight cubes to each child, and say to them that we are going to tell them a story—what child is not delighted at the prospect of a story? "Well, I went out walking one morning, and pretty soon I saw a little bird, with a worm in its mouth, flying about a bush. I watched it and soon saw that it had a nest all made of sticks and straw, and bits of cotton, in the bush. Now suppose we each make a nest, like the one that little bird made." Have the children take two cubes and place together (thus showing a two) behind on the desk, two more, two inches in front of these, two on the right and two on the left, thus forming the "nest." Then go on with the story. "Well, I went up to the nest very quietly, because you know I didn't wish to frighten the little bird, and what do you think I saw?" The children eagerly say, "Oh, some little birds." "Yes, six pretty little birds, and each one had its mouth open, waiting for the mother bird to come home and bring it some breakfast. I watched the birds for a time, and then went home. The next day I went back to the nest, and found that two of the little birds had learned to fly and there were"—"just four birds left," the children tell me. "Yes. Well, now you may all go to sleep and see if any little birds will fly into your nests." Quickly drop some colored balls into each nest, and then let the children wake up and tell *you* a story. One tells you that four little birds came to his nest, but a hawk got two (taking away two balls), and there are only two left. Another says that there were five little birds in her nest, but that one fell

out of the nest, so that there are only four left, and so on, each child making up a little example in subtraction, and illustrating it by means of his balls. There is no *yawning* over *this* lesson, and the exercises in subtraction, which children usually find so uninteresting and hard to understand, are made clear and simple. We have given the children a language lesson, with the number lesson, thus "killing two birds with one stone." The children learn to describe the articles given them, and to tell little stories about them.

It is desirable in using things in our number lessons to have the objects used as many and varied as possible. Sticks, blocks, tablets, balls, splints, colored dots, lentils, paper strips, toy money, tooth-picks, marbles, shoe-pegs, nuts, lamp-lighters, bits of paper or cloth, stones, beans, grains of corn, shells, spools, buttons, beads, straw, *anything* which the children can conveniently handle, may be used to good advantage. By means of these objects we can change the lessons often, make them more interesting and instructive, and keep the children busy and happy.

The use of things in Arithmetic, gives the child a clear understanding of numbers which he will gain in no other way. Suppose we should put a lesson in Greek on the blackboard and ask our little folks to learn it—absurd? certainly—but do we not do the same thing when we give the child something to learn which he does not understand? We are apt to think that because *we* have knowledge to reason from, the child has it also. We might describe an orange to a child, until he could tell perfectly every point about it, but if he had never seen, handled, or tasted any object resembling it, he would have no clearer idea of what an orange really *is* than before he had learned to describe it. The result is the same, if we attempt to teach the children that five and five are ten, when they really do not know what "five" means. We must first teach them what five *is*. We can do this only by using *things*. Give them a handful of shoe-pegs, and let them put them in groups of fives. Let the children in the class march by fives. Play that you have a barrel of apples, and let each boy and girl pick out five red balls from a box, and so on until each one really sees what five is. Then give John five

marbles, and Harry five. Have them place the marbles together on the table, and by counting them find out for themselves how many five and five make. In this way an important principle is discovered which is used constantly, and a permanent image is left on the child's mind.

Many children who very readily give correct answers to examples such as, eight and seven are how many? nineteen less six are how many? can not find results to practical examples. We can help them over this stumbling-block by using objects. Some one has wisely said that "things that have to be done should be learned by doing them." Which is better, to tell a child that three lead pencils at five cents apiece will cost fifteen cents, or let him find it out for himself? Let the children play "store"—how they do enjoy that! Give each boy and girl some bits of paper for money. Fill a table with articles to be sold. George is store-keeper. Susie wishes to buy two spools of thread at five cents a spool, and a loaf of bread at four cents; she gives George fifteen cents; how quickly and with what pride he counts up the cost of the articles purchased and gives back the change. He had no trouble in solving *that* "practical problem." Suppose we give Harry this problem: Harry, suppose you have 18 marbles, you give half of them to John, and two more to Willie; how many will you have left? Harry is not very bright, he wonders whether he should add or subtract, grows nervous and confused, and finally stammers out that he "can't do that example." Shall we waste time and patience trying to *explain* it to him, or help him, simply by giving him the marbles and letting him do what we have asked him to do?

"Things" are especially helpful in teaching fractions. We wish to give a lesson on fourths. Give each child a long narrow strip of paper, have him divide into four equal parts. Then let him use these parts calling each part a fourth. We can make this a form lesson at the same time—another point gained. Give exercises such as these: "Hold one-fourth of the paper in a horizontal position, two inches above the desk, below it—hold it to the right in a slanting position, to the left in a vertical position, and so on. Let the children take the pieces of paper and

form pretty designs, such as stars, crosses or squares, calling each part used by its real name—a fourth. Tell them to place the four fourths together so as to make the whole strip (thus showing that four fourths make the whole), then to place one-fourth of the strip of paper in a horizontal position on the right side of the desk, another to the left of this. “How many fourths have we taken away from the whole strip? how many have we left? Four-fourths less two fourths are how many fourths? What part of the whole strip of paper is on the right side of the desk?” The children see that it is one-half of the whole strip. “How many fourths remain on the left side of the desk?” “Two fourths.” “Then two-fourths are the same as what?” “Why one-half.” Let part of the children cut their strips into halves, and another part into fourths, and by comparing them *prove* that one-half equals two-fourths. By such exercises as these we give the little folks a clear understanding of halves, thirds, fourths, etc., and their relative values.

It has been said that “a parrot is a parrot whether it be dressed in feathers or a coat.” Have you never heard a child recite a multiplication table through glibly from beginning to end, and then if asked how many three fours are could not tell, or perhaps if he hesitated when called upon to recite would plead, “Just tell me the first line and then I can give it ” Why is this? Simply because the child has learned only words, and like a parrot, merely *repeats* what has been told him, without the slightest idea of its meaning. Memorized knowledge alone is not enough. If we would prevent “machine” recitations, and have our children become something beside “parrots” if we would help them to grow strong mentally, to be quick in seeing and doing, we must not (without absolute necessity) do for them the things they need to do for themselves. It is what we know through our own careful study and experiments that is of most value to us. “We gain by what we do for ourselves, not by what others do for us.” Let the children discover that three fours make twelve, let them make use of this fact in many ways and they will remember it.

Many children learn to repeat the Roman Numerals quickly one to fifty, but if they see the character V at the head of their

reading lesson can not tell what it stands for. Give these children some sticks and strips of paper, and let them make V and place beside it the number of sticks which that character represents; let them number articles, using the sign V; have them *make use* of it, and see if they do not understand and remember it better than if you simply *tell* them that V stands for five.

In summing up the advantages to be gained by the use of things in primary number lessons, we find that we make the children independent in their work, give them a clear understanding of whole numbers and fractions, help them to easily and readily solve practical problems, make them accurate, quick in seeing and doing, and in applying the facts they have learned to things in their every day life. We help them in language, and give them clear ideas of form. Above all we keep our little pupils wide awake, interested and busy, and consequently *happy* in the best sense of the word.

LA PORTE, IND.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

AN OUTLINE IN DIDACTICS—II.

X. THE PUPIL.—The mind of the pupil is the subject of school education.

1. *The law* of the mind's growth in the school, is that of development from within by exercise of itself, on some occasion furnished by the school.

2. *Mental growth* is marked by the acquisition of organized knowledge, increased power in the use of the various faculties, and the formation of right habits of thought and action. [The proper moral habits are expressed under "IV."]

3. *Intellectual habit* is the condition of moral habit. The intellectual habits are as follows:

a. *Mastery*, the habit of intellectual thoroughness.

b. *Systematic attention*, or undivided intellectual energy ex-

pended on particular objects of thought in accordance with purpose.

c. Observation, or the careful scrutiny of whatever is presented to the mind.

d. Intellectual integrity, or the employment of all the faculties in reaching results, and the subordination of the feelings to the reason.

e. Generalization, or the habit of looking beyond the here and now to the permanent and enduring in objects and actions.

f. Idealization, or taking objects and thought out of their actual present condition and seeing them in some other possible condition which may be realized.

g. The habit of viewing things under the relation of means and end. This habit marks the "practical" man.

h. The habit of thoughtful consideration, or of viewing objects or actions in all their important relations.

3. *Mental growth* is secured by systematic exercise on the subjects of instruction, and by contact with teacher and fellow pupils.

XI. A SUBJECT OF INSTRUCTION.—1. Any given subject is the result of several interrelated processes and products of thought:

a. Of exact observation applied to those objects that make up the subject matter until the chief attributes are found. Every subject requires some study of objects.

b. Fixed names for those things that are determined by exact observation.

c. Clear and definite conceptions and *precise definitions* of the important objects in the given subject-matter.

d. Systematic and true generalizations and *classifications* of the various conceptions involved, the whole being grouped about one central principle or law.

e. The whole subject matter must be explained by referring to these laws and principles that are sufficient to be a true condition for its existence.

NOTE.—Every subject is an evolution which has required a long course of time, and involved many generations of men, and which has been slowly brought to relative completion. In this process of evolution it passes successively through the steps previously indicated.

2. *The mastery of any subject by study involves a repetition in a general way of the process by which the subject grew into systematic form ;*

a. The student must *observe its facts* with care and exactness. In cases where he is compelled to take the testimony of others as to the facts or objects, he must translate the testimony in terms of his own observation in other parts of the subject.

b. *The terms* used should be clearly understood and a definite meaning attached to each.

c. *Clear and definite conceptions* of the individual facts or objects should follow observation, and *definitions* should in most cases be made by the student from these. In the case of definitions already made, care should be had that they are thoroughly understood and can be applied where they belong.

d. *The generalizations and classifications* of a subject are its most important elements. They should be grouped about one central, governing principle. A majority of them should be made by the student for himself, and those not thus made well understood. The *bases* of classification and of generalization should be clearly marked out.

e. Finally, the individual facts, principles and classifications *are to be explained* by referring them to those causes, laws and facts which condition and render them possible.

3. *The mastery of any subject, it will be seen, involves the use of all the faculties of the intellect: observation, meaning, imagination, understanding and reason :*

a. *Exact observation* involves, besides observation, memory and judgment.

b. *Clear conceptions* involve exact observation, imagination and judgment, but especially observation and judgment.

c. *The classes and generalizations* involve exact observation, imagination, understanding and reason, but especially judgment and imagination.

d. *The explanation* is mainly the product of reason.

XII. SCHOOL GOVERNMENT. — 1. The purpose [already stated.]

2. *The means* are these: Plenty of work the pupil can readily

do; knowledge by the teacher of what goes on in school; proper instruction about duties devolving on the pupil, and the reasons for the conduct demanded by these duties; a healthy public opinion and an appeal to right motives; reasonable regulations; penalties adjusted to the nature of the offense; appeal to the authority of parents and school board.

3. *The method* of applying these means: *a. Work* should be mastered by teacher and pupil, and thoroughly systematized by the teacher and given to the pupil in steps that he can master for himself.

b. Knowledge of what goes on is best obtained by close observation and by possessing the confidence of the pupil.

c. Instruction in duties involves the implanting of ideals of right conduct through opening exercises, reading, and other lessons; the awakening of the moral sense, by stories and real and supposed cases of conduct; and the explanation of what each of the several duties of truthfulness, honesty, order, industry, etc., involves in a general way.

d. A healthy public opinion is secured mainly by the teacher's keeping this under his control and under the lead of the best pupils of the school. The means are so various that they must be left to the judgment of the teacher.

e. Regulations should be as few as possible, and made when occasion demands them. At first, the general direction "Do right!" is in most cases sufficient.

f. Punishments are to be graded to the offense. If a boy whittles his desk, have him replace the part. If he interferes with others, isolate him, etc.

g. Authority of school board and of *parents* should be invoked only as a last resort, especially that of the board. S. S. P.

IN these days half of our diseases come from the neglect of the body in the over-work of the brain. In this railway age the wear and tear of labor and intellect go on without pause or self-pity. We live longer than our forefathers, but we suffer from a thousand anxieties and cares. They fatigued only the muscles; we exhaust the finer strength of the nerves—the vital forces.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

PROHIBITIONS OF MENTAL SCIENCE.

The teacher should not pass to the consideration of new ideas until the existing condition of the mind in respect to those ideas has been accurately determined.

THE first thought of the teacher is to be in regard to the condition of the pupil's mind. Not his mind as it is imagined to be, but as it actually is. If the teacher in a reading lesson selects a list of words from a selection in order to study them as to meaning, pronunciation, spelling, etc., before testing the minds of the children upon the words as to these points, he is basing the lesson upon mind *as it is imagined to be*, and not, perhaps, as it is.

The words of reading lessons that are so often placed upon the board as "new words," are new only to a degree, and the teacher should by tests clearly settle the elements of the words that are familiar, before such words are assigned for study. Such a procedure will make definite the elements of the word, whether they pertain to form, pronunciation, or meaning, that are new, and therefore require the stress of work. Upon such work, as upon every idea that is to be presented to the child, he has his individual notions; and the thought being here urged is that the teacher should not proceed to consider with the pupil the new ideas until he has addressed himself in every way to obtain an insight into the then condition of the pupil's mind.

It has been said that the whole secret of teaching lies in one sentence—Find in the mind of the pupil a standing place, and everything becomes possible. If the teacher clearly sees that which is known to the child, and that which is the unknown, he is able to make more prominent the association of the known with the unknown, *thereby insuring deeper interest in the new.*

The thought that the teacher should not proceed to the treatment of new points until he has thoroughly penetrated into the

existing condition of the child's mind in respect of those points, is then seen to be based upon the principle that the mind is organic in its activity, i. e., in the action of each faculty are involved the others, and "the intellect can not be trained to superior activity except as the feelings are stimulated to a strong interest for the objects to which the intellect is applied, and the will taught to concentrate and fix the energies." To determine the condition of the pupil's mind; to have an insight into this is to perceive the known; to perceive the known enables the teacher to connect it with the new ideas; for the child to see his familiar ideas in the new ones is to invest the new ideas with interest, and this, on account of the organic nature of the mind, gives increased intellectual grasp.

The prohibition is also based upon the educational principle that *mind is the subject of education*.

In assertion of this principle it has been said "the first thought of the teacher is to be the mind of the pupil; the second thought of the teacher is to be the mind of the pupil; the every and last thought of the teacher is to be the mind of the pupil. What the teacher teaches is his subject but little more, if any, than the medicine the doctor gives is the doctor's patient."

The necessity of having the actual condition of the pupil's mind clearly in view, before advancing to the consideration of new ideas, and while considering them is well illustrated by the following from a prominent English teacher: "A boy of sixteen years, construed in Latin a passage, in which a wild boar and a stag were mentioned, into the most undiluted nonsense. The master dropped all research into the hopeless morass of Latin, and grappled with what, for want of a better name, must be called the boy's mind, with the following result: The questioning was quite friendly, and carried on without any accompanying fear of penalties. The boy philosopher did not know whether the stag chased the wild boar, or the wild boar the stag, or the chances of one hunting the other. He did not know whether the stag ate the wild boar, or the boar the stag. He had not the remotest idea, he said, what the wild boar was. But he brightened up in regard to the stag, and said, he knew it was an animal

with horns. On being further asked, what he would give a tame stag to eat, if he had one, he answered doubtfully, 'grass, he thought.' But on flesh being mildly suggested, said at once, 'he was not sure that he would not give him flesh.'" "What matters it," the writer continued, "that the teacher is dispensingectar, if the pupil is chasing carnivorous stags?"

The requisition of teaching is two-fold:—

1. Determine the actual condition of the pupils' minds before proceeding to new work.
2. Keep the condition of the mind in view at each step with the new ideas.

The teacher should not feel qualified to teach a lesson or a subject until his knowledge of the lesson or the subject is broader and deeper than that which the class is to obtain.

The attempt is sometimes made to illustrate this truth as follows: If the desire be to fill a barrel with bluegrass seed, there must be more than a barrel full of bluegrass seed in the receptacle from which the seed is to be taken, because some will be lost in the transfer.

If it is the function of the teacher to impart his knowledge to the child; if it is the purpose of the teacher to pour out his knowledge into the mind of the child, (a passive receptacle like the barrel), until it is full, then the illustration is valid.

The illustration is based upon the idea that the teacher cannot teach more than he knows. The position of Jacotot was in some respects contrary to this idea; he considered one justified in holding that if the teacher thoroughly understood child-nature he could so stimulate the pupil in his consideration of a lesson or a subject, as to lead him into a more accurate knowledge of it than the teacher himself possessed. Notwithstanding all that may be said in support of this view, nothing in it could (nor is it so intended by Jacotot) impair the force of the statement that the teacher's knowledge should be much more extensive than that which he hopes his work to cause the pupil to obtain. Jos. Payne says in regard to this point, (see his *Lecture on the Science and Art of Education*, p. 28): "The teacher must know

the subject of instruction thoroughly, because, although it is not he but the child who is to learn, his knowledge will enable him to suggest points to which the learner's attention is to be directed and besides, as his proper function is to act as a guide, it is important that he should have previously taken the journey himself. But we discountenance the notion usually entertained that the teacher is to know *because* he has to *communicate his knowledge* to the learner; and maintain, on the contrary, that his proper function as a teacher does *not* consist in the communication of his own knowledge to the learner, but rather in such action as ends in the learner's acquisition of knowledge for himself. To deny this principle is to give a direct sanction to telling and cramming which are forbidden by the laws of education."

The principle of mind that is the basis of the requirement that the teacher should not attempt to present a lesson until his mastery of it is much more thorough than the pupil's is to be, is—*the mind has but a given amount of energy.*

If the teacher has thoroughly mastered the thought of the lesson he has that sense of ease, rest and sufficiency that enable him to turn his individual attention to the nature of the pupil's mental attitude at each phase of the lesson. If the teacher has not made the thoroughness of preparation indicated, the moment he approaches the horizon of his knowledge, confidence and rest vanish, and in their stead arise doubt and perplexity in view of the contingency that some question may arise which he cannot meet, or that the amount of knowledge which he has stored up for the lesson may not be sufficient for the half hour of recitation. This doubt and perplexity in the teacher's mind would necessarily divide his mental energy, thereby lessening the energy of the attention to the pupil's mental condition and needs—the true object of attention.

READING FOR PRIMARY SCHOOLS.

THE teacher who reads to her children should have in view some end to be accomplished. She may wish to amuse the children after their work is finished, she may wish to give information or to impress some moral truth. Whenever or for whatever

purpose the teacher reads, she should select the purest and most wholesome literature, and that best adapted to the understanding of her hearers. She will in this way gradually form a taste for good books. Great care is taken that the "foundation" in *number*, in *geography* and other branches be secure; why not give as much attention to the literature?

The architect who plans a beautiful structure selects the materials upon which it is to rest with attention to its durability and beauty. Should not the teacher learn a lesson from him?

The complaint is often made that the required studies occupy so much time that none is left for general reading. Then take seven of the fifteen allotted to morning exercises and study the character, the writings, the face of some good men and women. Harriet B. Stowe may be the character selected. Read the sketch contained in *Our Little Men and Women* for June 1885, telling of a little girl who found a bag of onions (as she thought) and with the help of her brothers and sisters ate them. The mother on searching for her precious bag of tulip bulbs found them gone. The lesson of patience which followed may be of use to the teacher as well as to pupils, for the story says: "That mother sat down and told the children what lovely flowers they *might* have had." Not a word of complaint! And tulips were almost worth their weight in money in those days—seventy-five years ago. When something more has been learned of this little girl, how she grew up to be a kind and loving woman, wise enough too, to keep a warm and tender place in her heart for the young and weak (no matter whether it were child, bird, or blackest slave), read some of the sweet, simple stories to be found in *Queer Little People*. Some of the prettiest are—"Hum the Son of Buz," "The Hen that hatched Ducks," and "Tip-Top." Last of all show to the children a picture of the strong yet gentle face framed in silver locks.

Some children even of the first-year grade have seen the play "Uncle Tom's Cabin," and these will feel a pleasure in seeing the face of the one who first thought of Eva, Topsy and Uncle Tom.

FANNIE S. BURT.

LESSON ON FORM.

FIRST YEAR GRADE—SUBJECT: THE CONE.

[Stenographic Report.]

T. (Holding up a sphere) here is something we have talked about before ; what is it? P. That is a sphere.

T. What other name has it? P. A ball.

T. What is that? P. That is a cube.

T. And what is this? P. That is a cylinder.

T. Tell me something about this cylinder. P. The cylinder has two curved edges ; it has two circles ; the cylinder will roll.

T. Is there anything else it will do? P. It will stand.

T. Will it do anything else? P. It will slide.

T. You may show us that it will slide ; (the pupil takes the cylinder and slides it along the floor.)

T. Some one tell me what kind of a surface this is.

P. That is a flat surface.

T. Take hold of it ; (the pupil touches the flat surface.)

T. And touch that one, and that one. What kind of a surface is this? P. This is a curved surface.

T. Is there any other kind of surface on this? P. No ma'am.

T. No other kind? Put your hand on this side ; is that just like this one? P. No.

T. What do you call this one? P. A flat surface.

T. Who can tell me the name of this flat surface?

P. A curved surface.

T. Is it? Touch the curved surface.

P. That is a curved surface and that is a flat surface.

T. That is right. Now look at this flat surface and tell me what it looks like. P. It looks like a circle.

T. Now we will talk about something we have not talked about before, something I think is pretty. Look at it. Harry, come and take it in your hands and see if you can tell me something about it. P. It has a curved edge.

T. Where is the curved edge? Put your finger on it.

P. This is the curved edge.

T. That is right. Is there more of it than just that? Touch all the curved edge ; (pupil touches all the curved edge.)

T. Who else will touch the curved edge? Josie may touch it; (Josie touches the curved edge.) That is right. Frank may touch the curved edge. That is right. Allie may take it in her hands. See if you can tell us something about it.

P. It has a point.

T. So it has. Touch the point; (the pupil touches the point.) Crawford may touch the point; (the pupil touches the point.)

T. Touch the curved edge, Louise. Tell us what you are touching. P. I am touching the curved edge.

T. Touch the point. P. I am touching the point.

T. Come and take this in your hands, Katie, and see if you can tell us something else about it. What do you see that no one has told us? Look at it carefully on every side.

P. It has a flat surface.

T. I will hold it away from you. Do you know the name of it? P. That is a circle.

T. Touch the circle, Josie. P. I am touching the circle.

T. William may touch the circle. Harry may touch the circle; (each in turn touches the circle.) Now tell me what we call this. P. A cone.

T. Watch my lips carefully while I pronounce it. Now, Myrtle, what is it? P. Cone.

T. Now tell us about it. P. This is a cone.

T. Tell us about it, Louise. P. That is a cone.

T. Right. George, tell us about it. P. That is a cone.

T. Crawford, the same. P. That is a cone.

T. The class together tell us about it.

P. (In concert) that is a cone.

T. I know something about the cone and so do you. Touch any part of it and tell me about it, Katie.

P. This is a flat surface.

T. William, touch another part. P. That is a curved edge.

T. Josie, another part. P. That is a point.

T. Another part, Louise, that has not been touched.

P. That is a curved surface.

T. Now look at it carefully. What do you think the cone will do, Allie? P. The cone will stand.

T. What else will it do, Susie? Take it in your hand and see if you can find something else it will do.

P. The cone rolls around in a circle.

T. Yes. Now the pupils may look while I roll it on the floor. How does it roll, Susie?

P. The cone rolls around in a circle.

T. Now is there another way of telling that?

P. It rolls around the point.

T. Yes, how many see that? It looks as though the points were fastened down to the floor and the cone rolled around the point. I would like some one to find me another cone. Harriet may find one. (Pupil goes to a box and takes out a cylinder.)

T. How many say that is wrong? (All the pupils think it is not a cone.) Then we will put it back in the box. Now look again and find something that is right. (Pupil finds a cone.)

T. That is right, but that is the same one we did have. I want another one. Myrtle may find one, and Louise may help her to look, and William may help. You may look anywhere you please. (The children look in the closet and all around the room to find different cones. Myrtle brings one.)

T. Class, what do you say, is this right? P. That is right. (Each one of the pupils finds a cone and brings it to the teacher.)

T. Now look all about you where you are and see if you can find a cone. How many see one? (The children discover that their slate pencils are like cones and hold them up.)

T. What do you call those? P. These are cones.

T. Show me the curved surface on your pencils. (Pupils touch the curved surface.) Put your finger on the curved edge. (Pupils touch the curved edge.) Some one show me a flat surface. (Pupils touch the flat surface.)

T. Myrtle, there is something in the closet that is like a cone. There is another one in the room. I wish you would find it. The rest may all think where they have seen a cone, and be ready to tell me what it is. (Myrtle brings a little paper cone from the closet.)

T. That is just right. George may go into the hall; perhaps the cones that meant to come in are out in the window. (Pupil brings the cones from the hall, a carrot and sweet potato.)

- T. George found what we wanted. ' Is it just like a cone ?
- P. No.
- T. Why is it not just like a cone ? P. It has no flat surface.
- T. William, can you make it flat ? You may try. (William takes his knife and cuts the carrot so that it has a flat surface.)
- T. What makes it look like a cone ? P. It has a point.
- T. What else makes it look like a cone ?
- P. It has a curved edge.
- T. Now William has cut it so as to make it have a flat surface. Is that better ? P. Yes.
- T. Is it just right now ? P. Yes.
- T. (Holding up the sweet potato.) Who knows what that is ?
- P. That is a sweet potato.
- T. What do you think about it ? Is that something like a cone ? P. No ma'am.
- T. How many think it is not like a cone at all ? How many think it looks something like a cone ? (Most of the pupils think it looks somewhat like a cone.)
- T. Ethel thinks she can make it into two cones. (Ethel takes the knife and cuts it in the center, making two cones of it.)
- T. Now look carefully, how many think Ethel is right ? (All think Ethel has made two cones of it.)
- T. Tell me how it is like a cone, (holding up one part of the sweet potato.) P. It has a point and a curved edge.
- T. What else has it like a cone ? P. It has a circle.
- T. Right. Who is ready to tell me of something like a cone ?
- P. An egg is like a cone.
- T. What has the cone that the egg has not ?
- P. The egg has no flat surface.
- T. What else ? P. A point.
- T. Is the egg right or wrong ? P. Wrong.
- T. There is something you see every time you go down town. What is it ? P. The steeple of the church.
- T. How many now remember that the steeple of the church is something like a cone ? (All the pupils remember that.)
- T. Who can think of something else ? P. The window.
- T. Is that something like a cone ?
- P. Yes, because it has a point.

T. What else? P. The flag is like a cone.

T. Yes, the flag as it is now, looks something like a cone.

To-morrow I want you to each bring me a cone. Look down in the cellar, and in your mamma's work-basket, or anywhere about the house and see if you can not find a cone and bring it to me.

*EXERCISES IN NUMBER FOR FIRST GRADE
PUPILS.*

(a) With the number *two* :—

1 pint and 1 pint are one quart.

2 pints are 1 quart.

A quart less 1 pint less 1 pint is nought.

In a quart I see 2 pints.

1 semicircle and 1 semicircle are a circle.

2 semicircles make a circle.

A circle less 1 semicircle less 1 semicircle is nought.

A circle less 1 semicircle is 1 semicircle.

In a circle I see 2 semicircles.

(b) With the number *four* :—

1 quarter and 1 quarter and 1 quarter and 1 quarter are a dollar.

3 quarters and 1 quarter are a dollar.

2 quarters and 2 quarters are a dollar.

1 quarter and 3 quarters are a dollar.

2 quarters and 1 quarter and 1 quarter are a dollar.

2 two-quarters are a dollar.

1 three-quarters and 1 quarter are a dollar.

3 one-quarters and 1 quarter are a dollar.

A dollar less 3 quarters is 1 quarter.

A dollar less 2 quarters is 2 quarters.

A dollar less 1 quarter is 3 quarters.

In a dollar there are four quarters.

In a dollar there are 3 one-quarters and one quarter left over.

In a dollar there are 2 two quarters.

(c) The same relations (as those stated above) may be stated using the yard, the gallon, the bushel, the circle (composed of quadrants), and the hand (composed of inches).

If the dollar is used, place the quarters in the hands of the children and let them discover the relations in what order they may. Only let them do the thinking. FANNIE S. BURT.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

LANGUAGE.

(FOR SECOND READER PUPILS.)

How to use *a* and *an*. Teacher may write some sentence on the board, leaving blanks to fill with *an* or *a*. The children will generally fill them correctly. When mistakes occur, the teacher should correct them, referring to difference of sound in the correct and incorrect use of the two words. It is difficult to say *a* owl, but easy to say *an* owl. Such sentences as follows may be used in the following manner:—

— ape is a kind of — monkey. Henry caught — eel.
— ivy-vine clings to the old wall. I saw — duck swimming
in — pond. My uncle has — large farm. He has —
yoke of oxen. — oak grows from — acorn. He gave me
— umbrella.

When these blanks have been properly filled by the pupils, they may be led to see that the word *an* is used before words beginning with *a*, *e*, *i*, *o*, or *u*; and that *a* is used before words beginning with other letters. Do not tell them this. Lead them to discover it for themselves. The true teacher does very little telling but a great deal of guiding. Do *not* try to make a formal statement and try to drill it into them so they can “pass” an examination. Work as if you never had heard nor never expected to hear of an examination. Examinations are good things, if teachers will forget them while they teach. To lead the pupils to make this discovery, some such plan as follows may be used:

The teacher asks which word was placed in the first column. As the pupils answer he writes the word on the board, and then the word that follows it. The same thing is done with the second, third, fourth, and fifth columns. When he has finished he has a list of words; in the first he has words preceded by *an*, in the second by *a*. The pupils are asked to notice what is used every time in the first column, and what in the second. They now begin to wonder why this is so. The teacher calls attention to the beginning of the first word. It begins with *a*. The pupil is asked to look at the second column to see if there is a word in it beginning with *a*. He finds there is not. The second begins with *e*, and that no word in the second column begins with *e*. The third, with *i*; the fourth, with *o*; the fifth with *u*. None of these letters are used to begin words in the other column.

The pupil has inferred before this time probably, that the teacher wished him to. He now has two tests, "how it is used, and the form of the words. In his future work he should make vigorous application of them. Should he say, "an apple," the teacher may say "*a* apple," or "*a* is used to begin letters?" Teachers should remember that, in this language work, "much practice" on the part of the pupil is most to be noted. A constant review may be easily kept up. The teacher may ask the pupil to write a *telling* sentence using the word *an*, and a word meaning one. The same may be done with *a*. Use *has* and *an* in a question. Use *have* and *a* in a sentence. Use *an* in a commanding sentence. Use *was*, *were*, and *are* in sentences, and tell what kind of sentence each is. Such exercises may be extended at pleasure.

WRITING STORIES UPON SLATES

BY LOUIS H. MARVEL.

THIS may be managed in a variety of ways, viz: The children write each sentence as fast as they can develop it. In the stories will be the same. This should be done frequently, in order to give the teacher a better opportunity

essions. Another way is to have the
and then have the children make stories
uggestive questions which the teacher
l; or the teacher may offer a few sug-
rain of thought, and then let the chil-
dhood produces a greater variety of ex-
individuality of the pupils to become

e pupils observe the picture closely for
write a story without any suggestive
. This is the highest step to be reached
should not be required of pupils until
e practice in the work preceding.

id to be curiously unlike, although the

In this exercise the pupil's imagina-
stories produced clearly show the part
ms in the work of each child. One
ve power, will write a tame description
re, and be happy and contented with
Another, with a vivid imagination, will
but will invest them with varied qual-
and give fanciful reasons for the rela-
one another.—*The American Teacher*.

READING.

"I can hear a gun." The pupils are
in a conversational tone. We then ask :
when the sentence is read, "I can hear
not hear a gun," we answer ; when the
ar a gun." "Oh, no," we say, "you
sentence is read, "I can *hear* a gun."

by us. "I can hear a *gun*," by the
Who can use the same words and ask a
George may do so." George reads :

George has never learned the rule,
be answered by yes or no, require the

rising inflection. Still, he makes no mistake in his inflections. "Good," we say, and write George's sentence and place a period after it. At once up go all hands, and we ask: "Why, what is the trouble?" "O, you have put a period where there should be a question mark," they all cry, and perhaps some of them rise right out of their seats,—and do you believe it, my dear reader, we do not think to give them a disorder mark,—and strange to say, the roof does not fall because we have thoughtlessly (?) worked in a little language lesson during the reading period!! When QUIET is restored, we write the question mark in place of the period, and ask, "Who can read the sentence so that we will know who it is that desires to hear the gun?" Mary is named, and at once reads: "Can I hear the gun?" "Good," we say, "and now who can read it so that we will know what the questioner wishes to hear?" John is called and reads "Can I hear the *gun*?" So we continue the exercise, and at its close, which is a little before the pupils wish it, all are full of animation, and we feel that it was no such lesson that suggested to Edmund Burke the following lines written by him:

"To read without reflecting,
Is like eating without digesting."

—*Teachers' Institute.*

LETTER-WRITING.

CHILDREN of almost any age can be interested in writing letters if some care is exercised in setting them about it. They should not be asked to write many times upon the same or similar topics, lest they weary of the work. Often, however, some little thing in the way of variety will be sufficient to keep up their interest.

Letters may be written to the teacher, who, in answering, takes occasion to correct the errors of the pupil. They may be written to each other and answered. They may be written as if to an absent friend or relative, giving such news as would interest such an one.

The subject-matter may be a description of what was done on last Saturday, or on some other holiday; may be what is planned

some other day set aside for pleasure.
 in school, or the surroundings of the
 f tales or sketches that have been heard
 business topics, the state of trade, pol-

OR PUPILS.

TABLE OF PRESIDENTS.

Presidential line
 teen eighty-nine.
 was the list begun,
 terms, then Adams one ;
 son, Monroe,
 as each ; and so
 dams came for one,
 through two terms did run.
 and left four years
 term Polk appears ;
 ied and left three years
 one term next for Pierce
 an ; Lincoln then
 second term began,
 at until came Grant
 Hayes for one ; and scant
 r Garfield, who was killed
 : vacant office filled. —*Ex.*

W WITHOUT TEETH.

at will cut a steel rail in two minutes is
 al Hudson shops in Greenbush, N. Y.
 nety-horse power engine, more power
 l the other machinery in the shops, and
 diameter and three-eighths of an inch
 disk is made of Bessemer steel, and runs
 ed. While in operation a band of fire
 e many sparks flying from the revolving
 of pyrotechnics. To keep the saw cool
 ing, a tank of water is placed above the

machine, from which a small stream runs down and drops on the saw while in motion. By this plan one saw will cut nearly 3000 rails before it is worn out.

A steel rail, after about six years' constant use, becomes battered at the ends, and by cutting them off the rails can be used in branch and switch tracks. Rails are cut by this machine for the whole line of the Central Hudson railroad. The saw, while cutting, bears down hard on the rail, the end of which is left as smooth as the bottom of a flat-iron. One remarkable thing about the machine is that the chips cut from the rail fly back under the saw with such force as to form a solid piece of steel nearly as firm as the rail itself.—*School News*.

DON'T WORK ALONE FOR PAY.

SONG ADDRESSED TO THE TEACHERS BY ONE OF THEM.

We are a band of pedagogues,
And working in a cause,
The people of this country love,
And foster with their laws.
And there's a trust reposed in us,
We never should betray;
Then let us do what good we can,
And not alone for pay.

By this I mean the pay we get
In dollars and in dimes,
Though this we need to keep abreast
The progress of our times.
But, though demands of present needs,
We can not disobey,
We should not work for this alone—
Not work alone for pay.

The rich reward that's far above
The pay we get in hand,
Is that we know we help to mould
The morals of our land;
And this should be a comforter
To cheer us through each day,
And give us nerve to do our might,
And not alone for pay.

FELIX ELLISON.

EDITORIAL.

GLADSTONE is a candidate for re-election for the fourteenth time. He has been a member of Parliament for nearly fifty-four years.

THE BEST ON RECORD.—A club of *one hundred seventy-two* new subscribers to the JOURNAL has just been received. This is the largest club ever sent in at one time. The agent is T. D. Acre, and the field is the Normal School. Mr. Acre has just graduated, and as the above indicates, he is capable of doing whatever he engages. His address is Montpelier,

THE CIRCULATION OF THE JOURNAL has grown so large that it was decided to send it out with the aid of a mailing machine. Please label and learn just when the term of your subscription expires following the name indicates the month with the figure. July is the *seventh* month, so if the figure 7 appears, take notice and renew at once.

THE SCHOOL JOURNAL does Dr. E. E. White gross injustice in connection with his election to the superintendency of the schools. While the school board, as proved by other facts, was influenced by politics to influence it in the removal of Supt. Peaslee, it is absolutely certain that Dr. White was not a candidate in any sense, even after the board by a decided vote had decided not to re-elect Dr. Peaslee. He wrote a letter to the president of the board positively declining to be a candidate and urged the re-election of Mr. Peaslee.

PRESIDENT CLEVELAND has signed Senator Blair's scientific temperance educational bill, which passed the Senate unanimously and the House with only eight votes against it. After attaching his signature he presented it to Mrs. Mary H. Hunt, superintendent of the department of scientific temperance instruction of the National W. C. T. U., the pen with which he performed that act. To this lady belongs the whole honor of having secured the adoption of the first distinctively temperance measure that has ever passed Congress. One Congressman said to her, "ordinarily such a bill would be 25 years in getting through, and but for your work, Mrs. Hunt, it wouldn't have had the ghost of a show."

W. H. VENABLE, after nearly a quarter of a century's connection with Chickering Institute, Cincinnati, Ohio, for several years past its principal, has retired from the active work of teaching. His final address to the graduating class was appropriate and touching. It concludes as follows: "The bell is silent. The school is out. The boys

are scattered. There floats through the teacher's like varied music, cheerful and sad. It is the mem days, in boyhood as learner and in manhood as gu the two are one. School is not yet out. The bell of to our human tasks. Some day, my friends, the gr begin and we will all go Home. May we be worthy diploma. Good be with you."

"BLESSED BE DRUDGERY" is the new beatitude. took it as his text in making his address to the gradu Richmond Normal School. Among other good thing Mr. Hodgins said: "It is only through the necessit thing, doing it well, doing it on time, doing it in the that we gain power—the power of attention, of conc tience, and of self-control. It takes far more self-con use of the days of leisure than of those that are full boys and girls in this city I fear are wrecking their much leisure without the ability to use it. It requires and knowledge and integrity to manage riches than to pressure of moderate circumstances, or even of po habits and discipline that come through what we a call drudgery can fit us to use aright either leisure or

THE CENTURY DICTIONARY.—For the past few ye Company has been engaged in preparing a dictionar language, of which Professor William D. Whitney, of editor-in-chief,—the purpose being to make a mor work than has yet appeared in popular form, to inclu a very full collection of individual words in all depart guage, all technical phrases, not self-explaining, in l ical arts, the sciences, etc. Indeed, it is designed t tionary so complete in its definitions of all branches o that even the specialist will need nothing further. "new" words in many of these departments is said t great. Quite an army of persons has been at work reading standard American and English books in sear of which an immense number will be used. Two or still elapse before it will appear, and in the meantin offered by the publishers to those interested in helpi work to contribute material and suggestions to it. It upwards of a quarter of a million of dollars will be Century Dictionary before it is ready for publication.

FIRST INVESTIGATE, THEN CRITICISE.

A writer in the *La Porte Herald-Chronicle* has made a critical examination of the schools, and gives his views. He says that when he took charge of the schools three years ago and introduced "kindergarten methods" and other changes, there was much fault-finding. The writer listened to all that was said, but formed no opinion himself, because he felt that the time for a final opinion had not yet come. He took the ground that by its fruit, so a system or method must be judged. Having waited a sufficient time for Prof. Hailman to show the results of his methods would do for the children, this writer goes again—takes ample time and asks an explanation of what he does not understand, and thus reaches his conclusions.

He endorses and heartily commends almost everything with the schools. He finds in them a beautiful teacher and pupils, natural methods, ample provision for the powers of both body and mind. The child is to do at the same time.

The article is evidently a clear headed, sensible man. It is highly commended to patrons of schools, everywhere. The writer advises to investigate, and then criticise. The more ordinarily people criticise first, on the strength of some vague report, and perhaps more generally never investigate.

Let us follow the course of this most wise friend of the schools, and investigate, and *then* criticise—the results to the public, instead of being harmful would be highly

THE RIGHTS OF TEACHERS.

The Journal has taken the ground that teachers have a *right* to their positions. While it is true that for a single year, it is not true that trustees are bound to re-employ a faithful teacher. The legal obligation is on the school, but the moral one does. When a teacher has labored for a school in good working order, he has a claim on the school, and the school has a claim on the teacher. The teacher's person has, and he can do more for the school than any other person of equal ability can possibly do.

Let us give the highest interest of both pupils and teachers, and keep teachers in their places from year to year. When we make a change it is the *duty* of trustees to give ample notice, and the teacher may resign and find another place. It is a position, without being disgraced by being discharged. A teacher without warning is adding insult to in-

jury. A teacher's reputation is his capital, and when he is barred from securing employment. Unless a teacher is doing something dishonorable he should be permitted to leave a position and given every possible opportunity to find another place and success in it.

School boards are usually composed of honorable men, but they are inattentive simply because they do not stop to think.

The word "teacher" in the above is used generally to include all teachers in graded and ungraded schools, superintendents and professors.

MARRIED WOMEN AS TEACHERS

The Cleveland, O., school board has adopted a rule against the employment of married women as teachers. This is a rule which it is true that the home duties of a married woman require a great deal of time and strength to such an extent that her school duties are also true that unmarried teachers, both male and female, are able to take outside duties to take time that should be devoted to their school duties.

On the other hand it is true that some married women are the most faithful, conscientious and efficient teachers. It is true that married women as a rule have more home cares than unmarried women, but it is not true that they are less efficient. It will work a hardship to many worthy women. It will work a hardship to many worthy men. It will be hard on some unworthy men who have married women and therefore depend upon their wives to make it. The rule is, *efficiency and attention to business.*

The same board defeated by a small majority and a rule which would have been equally unjust, viz: that only unmarried women should be employed. Other things being equal home duties should be given the preference, but a board owes it to the children to employ them the best teachers that can be secured. The free competition in this regard is best for the schools and for the teachers.

PROFESSIONAL HONOR AMONG TEACHERS

It is a well established rule of etiquette among teachers that it is dishonorable for one teacher or superintendent to be employed by another. While it is true that employment should be given to a teacher at a time, it is conceded that the incumbent teacher has a right of re-election on his merits, and no outside party will try to displace such a one.

This is as it should be. Teachers should respect the rights of others in this regard and thus promote the general welfare of the profession.

ek another's place, it is *not* dishonor-
 has been vacated, although the board
 the change. After a board has defin-
 elect a teacher or superintendent, then
 /hen the Journal, therefore, criticises
 ing changes on political or personal
 icism on the person accepting the va-
 a superintendent who connives with a
 ll give name and criticism in definite

AND ANSWERS.

BY STATE BOARD FOR MAY.

[The Reading Circle work of last season.]

thod for drilling pupils in articulation.
 odulation.

hasis? State two ways in which words

s in teaching reading.

conducting a recitation in the Third

by the superintendent. 50

The penmanship shown in the manu-
 will be graded on a scale of 100, with
clarity of form (30), and *neatness* (20).
 will be considered in itself, rather than
 ls.

examination will be graded on a scale
 or each word incorrectly written.

In what way may the imagination be

ument in school work—oral or written

r may proceed from the known to the

ritical marks, may the child be taught

ing number to answer the question:
 mber?"

wishes to put 231 bushels of corn, 393
 hels of oats into the largest sacks of

equal size that will exactly hold each kind? How many bushels must each sack hold? Proc. 5, ans. 5.

2. What is the smallest quantity of grain that will fill an exact number of bins, whether they hold 36, 48, 80, or 144 bushels? Proc. 5, ans. 5.

3. Give a summary of the relations of the dividend, divisor and quotient. Show how the same principles apply in fractions as in division. 5, 5.

4. A man invests $\frac{1}{3}$ of his money in cotton, $\frac{1}{4}$ in sugar, $\frac{1}{5}$ in tea, and the remainder, which is \$2,542, in dried fruit; what is the amount of each investment, and the total amount? 2, 2, 2, 4.

5. Bought 37 cords, 48 feet of wood for \$129.81, and there was but 13 cords 59 cubic feet delivered. What part of the money should be paid? Proc. 5, ans. 5.

6. A rectangular field 50 rods long contains 10 acres; another field of the same width contains 5 acres; what is its length?

7. Find the cost of carpeting a floor $18\frac{1}{2}$ feet by 16.4 feet, carpet $\frac{3}{8}$ yd. wide, at $\$2\frac{1}{8}$ a yd.

8. If $\frac{1}{3}$ of a farm is sold for $\frac{5}{8}$ of its cost, what is the gain per cent?

9. A note of \$710.50, with interest after three months at 7%, was given January 1, 1883, and paid August 12, 1885. What was the amount due?

10. $\sqrt{.1369} + \sqrt{1296} = ?$

GEOGRAPHY.—1. Where is the Island of Cuba? The Caribbean Sea? Ceylon? Herat?

2. What are the chief occupations of the people of Holland? What is the chief city of Belgium, and for what is it principally noted?

3. Sketch the chain of Great Lakes, and the St. Lawrence River.

4. What are Selvas? Bound the Argentine Republic and locate its capital.

5. Where are the Carpathian Mountains? The Caspian Sea? The Baltic Sea? Euphrates River? Island of Cyprus?

6. Locate the following cities, and state one important fact concerning each: Dresden, Jerusalem, Madrid, Geneva, Quebec.

7. Sketch Pennsylvania, showing the mountains, two rivers, and the three most important cities.

8. Compare and contrast the climate and productions of Southern Europe with those of Central Europe.

9. Where is Central America? What governments compose it?

10. Name all the countries of South America that touch the Pacific Ocean, with the capital of each.

GRAMMAR.—1. How does grammar differ from orthography in its view of language?

2. What modifiers may the verb take?

3. Give the tense auxiliaries; the mode auxiliaries.
4. To what time may an action expressed by the past tense belong?

ry, and give reasons:—

was dead sat up. Whom say ye that I am?
er the coat fits may wear it.

in to think that you had forsook us.

nd smells delicious. What part of speech is
know?

nt, I will reward. That is true manhood.

We came that we might be instructed. It
ury froze. Give the use of *that* in each of the

is modify the same word and imply common
session indicated? Give an example.

e'er pardon *who have done* the wrong.

our different uses of infinitives.

account of the processes of digestion; trac-
butter in its course through the alimentary
nges which it undergoes.

was the last settled colony in this country?
s settlement? 5, 5.

oem strongly illustrates the patriotic feelings
ie of the Revolution? By whom was it writ-
5, 5.

and where was slavery introduced into the
3, 4, 3.

lien and Sedition Laws? Why were they
3, 3, 4.

necessity justified the Louisiana purchase?
5, 5.

ad this purchase with the slavery question?
er than political, had Mexico for resisting the

s career of Aaron Burr.

important act in the war of the Revolution?
he United States at this juncture differ from
nation under like circumstances? 5, 5.

ndian war occurred in Grant's second admin-
ted General was killed in it? 5, 5.

QUESTIONS PUBLISHED IN JUNE.

—1. It is owing to what meaning is given

(a) It is regarded by some writers to mean
hich we fix the attention upon one part or at-
as we may think of the diaphragm of a tele-

phone, the color of a rose, or the roar of a cyclone, other parts or attributes. With this view, the prolytic, since these objects must be analyzed before their attributes can be recognized by the mind. (b) Again this is sometimes used in a wider sense, denoting the forming abstract general notions and of classifying. With this view in mind, it is mainly synthetic.

2. First, the child should be made conscious of what he already possesses of the common things that surround him. This knowledge should be taken as the basis of further knowledge.

3. By *seeing* the word its *form* is impressed upon the mind. This is an advantage because when he needs to spell the word for a particular purpose he does it by reproducing its *form*. The use of words in sentences is of advantage, because he learns to associate the word with its meaning with the form of the word: and, also, because to use the word for any *practical* purpose he must master it in a sentence. Having learned it in a sentence, he can use the right word in the right place.

4. Assuming that it is a word already in the vocabulary, the first step is to associate the spoken word with the object—i. e., to call attention to the fact that the word is a *sign* of a certain idea. The next step is to place the word before the child as another sign of the same idea.

5. Arithmetic. In the solution of problems the child must be considered in order to determine what to do to obtain the desired result. This develops judgment.

GRAMMAR.—1. Comparison of adjectives indicates that the quality expressed by the adjective may exist in different degrees.

2. Adjectives may be compared by annexing *-est*; or by prefixing the adverbs *more* and *most*. *longest*, useful, *more useful*, *most useful*. Adjective may be compared diminutively by prefixing *less* and *least* to the positive. *less difficult*, *least difficult*. Some are compared irregularly. *better*, *best*.

3. In the sentence, "The man is dead, when he died," *when* is used as an ADVERB and as a *connective*.

4. Synopsis of *see* in passive voice: I am seen, I have been seen, I had been seen, I shall be seen, I have been seen, I had been seen; I am seen, I have been seen, I had been seen; I shall be seen, I have been seen, I had been seen; I might be seen, I might have been seen.

5. Bear, bore, borne; bid, bade, bidden; grow, grew, grown; lay, laid; blow, blew, blown.

6. In the sentence, "I grant that, *men continue*,"

here must be war," the italicized phrase is equivalent to a conditional *must be war*.

now but this is correct. *b* Neither the
b blame. *c* Napoleon's and Cæsar's

contains *one principal* and *one or more*
 compound sentence consists of *two or*

f every thought are a *subject* and *predi-*
 h something is asserted; the *predicate*
 of the subject.

bordinate clauses are: 1. Substantive;
liveth." 2. Adjective; as, "Nobody
ies swiftly." 3. Adverbial; as, "My
pected.

s bounded on the north by Wyoming
 ka and Kansas; south, by Indian Ter-
 by Utah. The chief sources of the
 mineral wealth, and in its advantages

s source in the Swiss Alps, flows across
 ick Sea. The Rhine rises in the Alps,
 nd Holland into the North Sea.

the Mediterranean with the Red Sea;
 e Adriatic with the Mediterranean Sea;
 ick Sea with the Sea of Marmora; the
 Atlantic and Pacific Oceans; the Strait
 a with the English Channel.

f the finest harbors in the world. Its
 ation with the great commercial coun-
 ustralia, Mexico, and South America;
 Alaska. Railroads connecting it with
 mmercial communication with the rest

united under one king, but have each
 lland is chiefly noted for its being con-
 the sea, whose waters are fenced out

ish-eaters) live by hunting and fishing.
 es of snow and ice, but, in Greenland,
 nstructed of stone, cemented by turf.
 nd southern part of British America.
 , is situated on the Ottawa River.
 y is mild and healthful. Hemp and

10. The chief productions of the Indian peninsulas are rice, cotton, flax, tea, spices, sugar, tobacco, and indigo.

READING.—1. *Tell* the primary pupil what the word means and illustrate by objects and by using the word in sentences. Have the higher grade pupil get the meaning from the dictionary and then use the word in a sentence.

2. Varieties of tone. Those tones ordinarily used are of pure quality (or should be). Tones of impure quality may be classified as Falssetto, Aspirate, Guttural, and Pectoral.

3. Slides of the voice. Rising and falling.

4. The power to interpret thought by means of the printed page.

5. There should be a special object to be gained by each recitation. The object in view will largely determine the method of conducting the recitation.

Before a pupil can read a lesson intelligently, he must know the meaning of the words as they are used in sentences. The first thing to be done, then, is to teach the meaning of the words. Before he can read orally, he must be able to pronounce the words, so this must also receive attention. To reach these two objects, the new words may be placed on the board in columns, and the pupils be required to pronounce them at sight and to use them in sentences of their own. The words may be divided into syllables as in pronunciation.

ARITHMETIC.—1. G. C. D. of \$420, \$508, \$924 = \$2, price per lot

$$(\$420, \$508, \$924) \div \$2. = 210 \text{ lots, A's share.} \\ 209 \text{ lots, B's share.} \\ 462 \text{ lots, C's share.} \quad \left. \begin{array}{l} \\ \\ \end{array} \right\} \text{Ans.}$$

2. $10 \text{ miles} \times 2\frac{1}{3} \text{ (h.)} = 23\frac{1}{3} \text{ miles}$; $7\frac{1}{2} \text{ miles} \times 2\frac{1}{3} \text{ (h.)} = 17\frac{1}{2} \text{ miles}$. $17\frac{1}{2} \text{ miles} + 7 \text{ miles} = 24\frac{1}{2} \text{ miles}$. $24\frac{1}{2} \text{ miles} - 23\frac{1}{3} \text{ miles} = \frac{7}{6} \text{ miles}$. $\frac{7}{6} \text{ miles}$, Ans.

3. $\frac{1}{8}$ of 448 A., 3 R., 24 sq. rd. = 56 A., 0 R., 24 sq. rd. + 4 A., 3 R., 6 sq. rd. = 60 A., 3 R., 24 sq. rd., A's share.

$\frac{1}{6}$ of (448 A., 3 R., 24 sq. rd. — 60 A., 3 R., 24 sq. rd.) = 68 A., 2 R., 16 sq. rd., B's share.

$\frac{1}{3}$ of (388 A., — 77 A., 2 R., 16 sq. rd.) = 103 A., 1 R., 34 sq. rd., C's share.

$310 \text{ A., } 4 \text{ R., } 24 \text{ sq. rd.} - 103 \text{ A., } 1 \text{ R., } 34\frac{2}{3} \text{ sq. rd.} = 206 \text{ A., } 3 \text{ R., } 29\frac{1}{3} \text{ sq. rd.} = \text{D's share.}$

4. $\frac{1}{18}$ of $90^\circ - 7'$ minus $75^\circ 10' \text{ W.}) = 59 \text{ min., } 48 \text{ sec., dif. in time}$. $8 \text{ h. } 20 \text{ min. } 4 \text{ sec.} - 59 \text{ min. } 48 \text{ sec.} = 7 \text{ h. } 20 \text{ min. } 52 \text{ sec.}$ Ans.

5. $.03125 \times 5280 \text{ ft.} = 165 \text{ ft.}$ Ans.

6. $\frac{1}{8} \text{ bu.} = 3 \text{ pk., } 1 \text{ qt., } 1\frac{1}{2} \text{ pt.}$; $\frac{2}{3} \text{ pk.} = 5 \text{ qt., } \frac{2}{3} \text{ pt.}$; $\frac{3}{4} \text{ qt.} = 1 \text{ pt.}$. These added = 3 pk., 7 qt., $\frac{11}{8}$ pt. Ans.

7. $\$5\frac{1}{2} = 146\frac{2}{3} \% \text{ of cost}$; $146\frac{2}{3} \% = \frac{7}{3}$. $\frac{1}{8}$ of cost = $\frac{1}{2}$ of $\$5\frac{1}{2}$ = $\$1\frac{1}{4}$; $\frac{1}{16}$, or cost, = $15 \times \$1\frac{1}{4} = \frac{15}{4}$, or $\$3\frac{3}{4}$, cost. Ans.

8. $17300 - 75 = 85$. Ans., 85 men on a side.

9. If $\frac{3}{4}$ of A's = $\frac{2}{3}$ of B's age, $\frac{1}{4}$ of A's = $\frac{1}{3}$ of $\frac{2}{3}$ = $\frac{2}{9}$; $\frac{2}{9}$ of A's = $\frac{2}{9}$ B's, + $\frac{8}{9}$ A's, = $\frac{17}{9}$, or 136 yrs. $\frac{1}{9}$ of A's = 8 yrs. $\frac{8}{9}$ A's, = 8×8 yrs., or 64 yrs., A's. $\frac{8}{9}$ = 9 72 yrs. B's; 64 yrs. A's. Ans.
- is a corporation chartered by law for the purpose of raising money, and furnishing a paper circulation. It is one which takes charge of the money of others. It is one that issues notes to circulate as money. (4) It is used for the use of money.

MISCELLANY.

conducting a normal at Reelsville.

conduct a normal at Butler, beginning July 19.

will open a summer normal at Morocco July 12th.

l H. E. Dubois are conducting a successful normal

te Teachers' Association will be held in Louisville

3. Wilkinson and O. T. Dunagan will open a normal at Reelsville July 12th.

Indiana Normal at Mitchell will close July 22d, the end of its history.

Training School has closed a successful year under its principal, Mary E. Nicholson.

Normal School, J. F. W. Gatch, Prin., has reached an enrollment of 50 students. Good reports come from this school. It is headed by J. B. Wisely, both graduates of the State five-week normal at Monticello July 26th.

NEW PEDAGOGY is the name of the new book by Dr. J. H. Van Antwerp. It will be published Sept. 1 by Van Antwerp, Bragg & Co.

Normal College at Logansport seems to be flourishing for the future are flattering. Chas. E. Kircher

Normal.—The writer recently witnessed some of the work in this school. It is not yet large, numbering about 40, but the quality is good. Messrs. Parr, Tompkins, and others are a guarantee for first-class instruction.

Teachers' Reading Circle has been organized under the leadership of W. H. Payne of Michigan University as President; Secretary, Chas. E. Kircher of Saratoga Springs, N. Y.; Secretary, Chas.

F. King, Manager of the National School of Methodism in connection with the Chautauqua Teachers' Reading Course, is also national, or would like to be.

PROBLEMS.—*Dear Sir*:—Will you please insert the following in the Indiana School Journal for solution:

(1) Given $x^4 - 2ax^3 + (2a^2 - 1)x^2 + 2ax - a^2$.

(2) $\sqrt{a^2 - \frac{a^2}{x^2}} + \sqrt{b^2 - \frac{b^2}{x^2}} = \sqrt{c^2 - \frac{c^2}{x^2}} + \sqrt{d^2 - \frac{d^2}{x^2}}$

(3) $x^3 - 4x^2 + 6ax - 3a^2 = 0$ find x .

(4) Find average area of a right angled triangle whose hypotenuse is a .

Metamora, Ind.

ANSWER TO QUERY.—I sold $\frac{3}{4}$ of an article for what it cost; what was my rate of gain?

First solution—100% = cost, which is base.

$\frac{3}{4}$ or 75% of the article is sold for
100% of cost — 75% that is sold
the gain %. Ans., 25% gain.

Second solution—100% = cost.

$\frac{3}{4}$ or 75% of the article is sold for
100% — 75% = 25%, the gain
25 + 75 = .33 $\frac{1}{3}$ = the gain %.

Which result is correct? Why is not the other correct?

RICHMOND.—A recent visit to Richmond discloses the following facts: *The Richmond Public Schools* have had a very successful year under the supervision of J. N. Study, who is re-elected. Under the direction of a special teacher the drawing instruction has been a marvel of success. A general exhibition of the work of the schools and attracted general attention. The board is just completed. The 8-room building—the finest in the state, and yet at a very low cost.

Earlham College has had a prosperous year—the largest in the history of the college. Its various departments are well equipped for the most efficient work. With President and William Jay as general manager, superintendent and faculty, only good results may be expected.

The Richmond Normal School is doing praiseworthy work. The school deserves the large patronage it is receiving—a large number of pupils. W. Hodgins is the principal.

VINCENNES.—The schools have had a prosperous year. The year ended just at the close. This is one of the few places where the pupils of the high school grade are not accommodated in a separate school. This year eight pupils of the white high school and the colored (the first) completed the course. A month ago the schools, when the white class was informed that a colored girl would be placed on the program with the

together, there were some vigorous expressions. One seemed to favor the plan. About this in the class in regard to the "honors." On the usual basis the first honors fell to a person less than two years, she having been credited at another school. Five of the class rather than the high school teacher and the superintendent.

They claim that the "race question" had been saving, although some of them had objected to the colored girl. The other three afterwards resigned on the ground of "color prejudice."

Miss Brewer, graduated by herself, had a large credit. Supt. Taylor says that the school had done well regarding the colored girl, and that a very large majority of the people.

MEETING OF COUNTY SUPERINTENDENTS.

This year June 2d, and the meeting was large. Subjects discussed were: The Teachers' Reading Club; Dennis and Prof. Joseph Carhart; County of Wilkinson, W. S. Caulkins and S. F. Spohn; Institutes, by A. D. Mohler; Township and by S. B. Boyd; Literary Culture in Country order. Others, of course, engaged in these

the convention about fifty of the Supts. and "a number outside visited Purdue University. Pres. very welcome, and they expressed themselves very well for the trip.

EDUCATIONAL ASSOCIATION.

It is now to be held at Topeka, Kan., bids fair to be the best held two years ago at Madison, Wis., both

The reduced railroad rates afford a great opportunity to take in the "Great Convention" and the time. All the main trunk lines west sell tickets inclusive, at a single fare for the round trip, and for those who wish to go still further west. Write to State Supt. J. W. Holcombe. We have heard of the

on July 6 to 12, inclusive, excursion tickets for others from Indianapolis to Topeka, Kan.,

over the Vandalia Line, at one fare for the round trip, the advantage of persons intending to go west to office before making any arrangements for tickets, attached to day trains, and new reclining chair which will run from Indianapolis to St. Louis, and City without change. For particular information reach, ticket agent Vandalia line, corner Washington or ticket agent Vandalia line, 134 South Illinois St. And this is from the agent of the

INDIANA, BLOOMINGTON & WESTERN RAILWAY R'y have arranged to run a special excursion for accommodation of the teachers leaving Indianapolis at 12 noon the next day. Round trip excursion tickets at hands of agents, and can be procured upon application to general agent, 138 South Illinois St., Indianapolis.

Read the advs. on other pages for further railroad information.

Write to Supt. and let him know of your intention to travel over route. If you desire him to secure your ticket, let him know, and he will do so.

We have it from good authority outside of the State that the Atchison, Topeka & Santa Fe road from Topeka to Manitou, Colorado Springs, Pueblo, and passes a very fine mountain scenery before reaching Manitou. No other road connecting these two cities offers such opportunities.

IN MEMORIAM.

Mrs. REBECCA A. MOFFITT, Teacher, was called to rest after long and faithful labors of the school-room into the presence of the great Teacher of teachers, June 20th, 1886.

In recognition of her invaluable services for a number of years in the public schools of Rushville, the members of the Indiana Education Society desire to express—so far as feeble words can—appreciation of her worth, both as a teacher and a lady. Her life was itself a grand lesson—a lesson of cheerfulness, of cheerful aspiration and generous self-sacrifice, of forbearance, of faith in God and love toward all. In her death, not only do the people and the school suffer an incalculable loss, but the cause of education and civilization throughout the State will feel that a strong support has been removed. Yet there is comfort in the example of her character will still live to instruct, and the much larger school than that from which she has been taken. The circle of her influence will forever widen as the

and the aged mother of the deceased, we

The great Teacher is also our Father
 All things well.

may be entered upon the records of the
 that copies of it be furnished each of the
 the School Journal for publication.

S. W. McMAHAN, }
 W. E. WALLACE, } *Board of*
 T. ABERCROMBIE, } *Education.*
 JAMES BALDWIN, *Sup't.*

an unwelcome story. Mrs. Moffitt had for
 of the Rushville high school. She was
 institute worker, and an elocutionist of no
 State Teachers' Association elected her a
 le Board, and at the same time made her
 committee, a compliment never before con-

these two appointments, added to her al-
 doubtless had much to do with her pros-

Her great energy and conscientiousness
 halves.

fill, and her loss will be felt throughout

INSTITUTES TO BE HELD.

ty, Rockport. J. W. Nourse.
 r, Jasper. A. M. Sweeney.
 , Rockville. W. H. Elson.
 y, Winamac. John H. Reddick.
 ty, Boonville. W. W. Fuller.
 Rising Sun. F. A. Withers.
 ty, Anderson. D. J. Crittenberger.
 nty, Muncie. J. O. Lewellen.
 ortland. W. J. Houck.
 y, Frankfort. Wm. S. Sims.
 Marion. Geo. A. Osborne.
 inty, Clayton. A. E. Rogers.
 , New Castle. W. R. Wilson.
 y, Kentland. Wm. H. Hershman.
 Petersburg. Jas. E. Mount.
 y, Greencastle. L. E. Smedley.
 Rushville. J. L. Shauck.
 , Tipton. Frank B. Crockett.
 anty, Newport. A. J. Johnson. 342
 y, Connersville. J. S. Gamble.

- August 23—Benton county, Fowler. Benj. F. John
 “ —Boone county, Lebanon. H. M. La Fo
 “ —Carroll county, Delphi. J. L. Johnson.
 “ —Cass county, Logansport. D. D. Fickle
 “ —Clay county, Center Point. M. S. Will
 “ —Daviess county, Washington. Samuel
 “ —Fulton county, Rochester. F. D. Hain
 “ —Huntington county, Huntington. A. D
 “ —Marion county, Indianapolis. W. B. F
 “ —Miami county, Peru. A. J. Dipboye.
 “ —Montgomery county, Crawfordsville. J.
 “ —Morgan county, Martinsville. Jas. M.
 “ —Owen county, Spencer. W. S. William
 “ —Randolph county, Winchester. H. W.
 “ —Washington county, Salem. W. C. Sn
 “ —Union county, Liberty. Clarence W. C
 30—Adams county, Decatur. John F. Snow
 “ —Allen county, Ft. Wayne. Geo. F. Felt
 “ —Blackford county, Hartford City. Lewis
 “ —Dearborn county, Lawrenceburg. H.
 “ —DeKalb county, Auburn. C. M. Merica
 “ —Franklin county, Brookville. A. M. Cr
 “ —Greene county, Bloomfield. J. S. Ogg.
 “ —Hancock county, Greenfield. Wm. H.
 “ —Jasper county, Rensselaer. D. M. Nel
 “ —Knox county, Vincennes. Wm. H. Pe
 “ —La Grange county, La Grange. Enoch
 “ —Elkhart county, Elkhart. S. F. Spohn
 “ —St. Joseph county, Mishawaka. Calvin
 “ —Sullivan county, Sullivan. Jas. A. Mar
 “ —Wabash county, Wabash. John N. My
 “ —White county, Monticello. John Roth
 “ —Jefferson county, Madison. O. E. Arbo
 September 6—Crawford county, ———. Jas. Bobb
 “ —Hamilton county, Noblesville. E. A. F
 “ —Ripley county, Versailles. Geo. W. Y
 “ —Tippecanoe county, La Fayette. Wm.
 “ —Vigo county, Terre Haute. Harvey W
 “ —Wells county, Bluffton. Wm. H. Erns
 “ 13—Harrison county, Corydon. C. W. The
 Novemb’r 29—Porter county, Valparaiso. Homer W.

X

Marion Emery Smith's name was accidentally omitted
 teachers having received state certificates, published in

P E R S O N A L .

the Mooresville schools.

Ionon, takes the Monticello high school.

Spiceland, is the new principal at Monrovia.

sen re-elected Supt. of the Edinburg schools.

principal of the high school at Connersville.

is the new principal of the Edinburg high school.

remain in charge of the Franklin high school.

will have charge of the Albion schools next year.

one of Madison's most efficient teachers, has gone

son will remain in charge of the Jeffersonville

been unanimously re-elected Supt. of the Jeffer-

Mooresville, will have control of the Waterloo

been re-employed as Supt. of schools at Danville
y.

merly of New Lebanon, now has charge of the
Web.

been employed for a sixth year as principal of the
als.

been re-elected principal of the Peru high school
y.

been re-elected Prin. of the Crothersville schools
y.

as been Supt. of the Peru schools for fifteen years
the sixteenth.

the Roann schools, has been elected principal of
l at Frankfort.

State Normalite, has been re-elected to teach in
l, at an increased salary.

leave Frankfort and take up his residence at Bloom-
l of labor, July 5th.

r several years principal at Monrovia, has been
he Plainfield schools.

erly an Indiana teacher, now principal of an Indian
, Indian Ter., has been re-elected with his entire
nd highly complimented for efficient work.

Wm. Reed has been re-elected Supt. at Hartford City.

Edward Taylor, after four years' service, has been unanimously re-elected Supt. of the Vincennes schools.

W. J. Bowen, an Oberlin graduate, late principal of the Stockwell schools, has been elected superintendent at Fowler.

B. F. Moore will remain at Monticello another year. He received his diploma from the State Normal School last June.

James W. Anderson, formerly of this state, late of Seattle, W. T., goes to Washington, D. C., to take a \$1000 clerkship.

J. W. Layne, the new Supt. of the schools at Evansville, is an old Madison county man, and is a graduate of Wabash College.

W. S. Almond has closed his ninth year as Supt. of the Vernon schools, and the last was the best. He will remain another year.

Dora Montgomery, formerly teacher at Tipton, has been teaching for three years at El Dorado, Kansas, with an increase in salary each year.

Frank H. Tufts, for many years Supt. of the schools at Aurora, is now Professor of Mathematics in Antioch College, O., and is of course popular.

P. V. Voris has had charge of the Jamestown schools for three years and is engaged for another. He is a State Normal graduate and a good man.

John W. Cowen, formerly Supt. of Steuben county, is now Supt. of Valley City, Dakota. He is president of the Dakota State Teachers' Association.

J. L. Rippetoe, after a continuous service of *nineteen years*, retires from the superintendency of the Connersville schools. This is a noble record.

S. S. Parr, Prin. of the Normal Department of De Pauw University, is engaged to work from July 12th to August 9th in a Peabody institute Staunton, Va.

W. H. Fertich, Supt. of the Shelbyville schools, who is well known as an institute worker, still has a leisure week for which his services may be secured.

T. J. Sanders, Supt. of the Butler schools, delivered the oration on memorial day, celebrated at Butler, and the papers speak of the effort as being a very able one.

J. A. Zeller, Prin. of the La Fayette high school, will accept work in institutes this summer. He has had successful experience. His present address is Evansville.

Jas. R. Hart, formerly Supt. of Switzerland county, for three years past principal at Thorntown, has been elected superintendent at Union City, at a salary of \$1000.

charter members of the State Teachers' association in Texas has "come home to stay." the Connersville schools.

Indiana teacher, has for several years past school at Stanberry, Mo. His friends will making his school a success.

the Indianapolis schools, is to make an session of the twenty-fifth anniversary of the school, of which he is a graduate.

f this state, but for the past four years schools, has closed another successful approval has been elected for next year.

ie Logansport high school, has been pro- of the schools *vice* J. K. Walts, resigned. the State Normal School, and is a good

many years Prof. of Greek in the State his home Bloomington, April 20, 1886, at ended his professorship in the University

n to the teachers of Indiana as publisher *chiefly*, at present engaged in business in ed to Miss Allie Gage, a most estimable

ioch College, O., has recently had con- institutions the degrees of LL. D. and whether Pres. Long can survive such an g" in one season.

ected Supt. of the Winchester schools. ie Lebanon, O., Normal School, was for e Winchester high school, and the past Harmony schools. It is certainly a com- mitted back to a field of his former labors.

pt., has been promoted to the superin- Ohio, schools *vice* B. A. Hinsdale. The and wholly unexpected by Mr. Hinsdale n the United States surpasses Mr. Hins- d his educational papers and addresses t and power.

1 for twelve years superintendent of the place on account of personal and politi- count of inefficiency. It is generally con- who have best opportunity of knowing,

that the schools steadily improved under his management the last year was the best year of the twelve.

Melville B. Anderson, formerly of Butler University years past Professor of English Literature in Knox and accepted the same chair in Purdue University. Pro though a young man, stands high in his department and stand higher. He will be a positive acquisition to the force of the state. The Journal extends him a cordial

Hon. E. E. White has accepted the superintendency of the schools. He was in no sense a candidate for the contrary urged the re-election of Mr. Peaslee, and a member of the board positively declining the place knows Mr. White would for a moment believe that in no sense be a candidate against a man holding a place. The board decided beyond peradventure that Mr. Peaslee's resignation on justifiable grounds or not), Mr. White felt at liberty to accept the place.

Prof. G. W. Hoss, for so many years one of the best of Indiana, but at present a member of the faculty of Earl at Baldwin City, Kan., has recently met with an unexpected loss of his wife. Mrs. Hoss was a woman of great strength of character, and her many womanly graces were wherever she was known. Hundreds of Indiana friends mourn this sad event with grief, and Prof. Hoss may rest assured of the heart-felt sympathy of many old-time friends in this hour.

Doctor John E. Earp, Professor of English in De Paul has severed his twenty years' connection with that institution and accepted the presidency of the South-West Kansas College at Kansas. By this change Indiana loses one of its most able educators. Dr. Earp is master of the most recent educational methods and has been distinguished among our college men by his progressive views. The Journal regrets his departure from Kansas, however, is to be congratulated.

BOOK TABLE.

PHYSIOLOGY OUTLINED: By J. F. Warfel. Published by the Normal Book Concern of Ladoga, Ind. This is a book of outlines.

NORMAL INSTRUCTOR is the name of an 8-page 4-paper published by the Normal Pedagogical Institute. J. F. W. Gatch is principal of the school and manages

ed by D. Lothrop & Co., of Boston, is in the United States for boys and girls. It is a book of light and profit in any "well regulated

title of the Cincinnati illustrated weekly, is available this week. It is now in its fifth year, and is as business and vim as ever. The number contains many comments and personal items, contains a great deal of interesting literature and illustrations of the day, including the Normal School, the Chicago fire, and many humorous engravings. The number for this week is representative of the large military encampment, Battle-Ground Camp-Meeting, etc., etc. It is a gem in this number.

By F. V. N. Painter, Prof. of Modern History in Roanoke College. New York:

International Educational Series, the first small library which shall be useful to teachers and managers, and may also serve as a text-book. The series will be under the supervision of a committee favorably known as an authority on ed-

education embraces a history of education; educational theory of education; and the art of teaching. The first of this notice, begins with a history of education in China and Greece, and traces the differences through the many nations that have been known to us until it comes to our own country. The leading characteristics of each people, and the lives of prominent educators are carefully described in detail such as serve to confuse the student. The entire series, must be books of great value and accuracy.

(READER—PART III: New York:

the school public that children should be taught the subject of reading than the one which has been, the Sheldons have caused to be published. Whether it is the right sort of a book depends on the kind of supplementary reading. This book is of great facility and accuracy in expression. It is a good use of the Third Reader. In the scientific, treating such subjects as the

air, the wind, the sunshine, the sea, etc.,—not but giving enough of each to stimulate the careful reading of the book must certainly a knowledge. Our criticism is that the book a tunity for variety in expression, and to the ch fancy the reading lesson would be uninteres scattered here and there throughout would l ment.

BUSINESS NOTICES

Read the new advertisements in this number of

The Union Paste Co. of Boston manufactures an excellent quality of paste, that does not ferment or in the market and *cheap*.

THE CHICAGO, BURLINGTON & QUINCY RAILROAD from Chicago west, offers special inducements to the National Teachers' Association. See adv. on

SHORT-HAND STENOGRAPHY.—The Cross Eclectic the briefest and best system extant—Completely lessons, by Mail Terms \$10 for the 16 Lessons. 1 of the 2d Lesson and \$5 on the receipt of the St. Dickson, Coldwater, Mich.

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EXCURSION RATES FOR FOURTH OF JULY 1886
Pennsylvania Railroad Company will sell cheap excursion tickets, on July 3d, 4th and 5th, good to return

This will be an excellent opportunity for the people to visit friends at a distance, and to form pic-nic purpose of enjoying the Nation's Birthday.

EXCURSION RATES FOR FOURTH OF JULY 1886
Chicago & Indianapolis and the Chicago, St. Louis & Hannibal Companies will sell excursion tickets at one fare for the round trip, on July 3d, 4th and 5th, good to return

This will be an excellent opportunity for the people to visit friends at a distance, and to form pic-nic purpose of enjoying the Nation's Birthday.

THE I. D. & S. RAILWAY will sell round-trip tickets, on July 4th and 5th, 1886; returning good until July 6th *the round trip*. Grand Celebration at Bloomington of the West, Saturday, July 3d. Hon. Jas. T. Johnson of the day. Battery "F" Indiana Legion will give Bicycle Races and other amusements. Rockville in attendance. Ample conveyance from Marshall to the round trip. Celebrations at Montezuma, Chiles, Saturday, July 3d. Grand 60 foot Balloon Ascent, Saturday, Monday, July 5th. For time of Special Ticket posters or apply to I. D. & S. R'y Agents.

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INDIANA "SCHOOL" JOURNAL.

AUGUST, 1886.

No. 8.

CONSTITUTES A PREPARATION FOR TEACHING?


W. PARSONS, PRES. STATE NORMAL SCHOOL.

reference to the work of the common public school subject of preparation for teaching is to be considered in this paper. Of natural aptitude for instructing and pupils in the public schools, the paper will take no account of a young man or a young woman of manly or womanly spirit, of fair intellectual capacity, possessing a sound mind and seriously desiring to make thorough preparation for a career in the school-room, the single question for discussion shall be such preparation consist? It is the doctrine of the paper that the preparation indicated is four-fold. It involves (1) knowledge of the subjects to be taught, (2) an understanding of the mind, (3) a correct theory of education, and (4) a knowledge of methods of instruction and a course of actual practicing. To the development of each of these, attention shall now be addressed.

First, the necessary scholastic attainments. A thorough knowledge of the branches one is to teach is the prime condition for any success in the school-room. The teacher's instruction in a given subject can never rise above his own knowledge of the subject. No knowledge of methods of instruction, excellent in themselves, no fund of general information, accurate and extensive, can be substituted for the specific and thorough knowledge of the subjects which the person

erly knowledge of the subject will suffice

it the teacher in the common school shall knowledge of the legal branches? By no It is only held that the first condition of a he legal branches is a knowledge— a sci- those branches. Nothing can be offered

Scholarly attainments, liberal culture, these are highly desirable as supplemen- they can not take the place of the definite of the immediate subject-matter of instruc- true that a liberal range of study, super- knowledge named, must greatly enhance ilness as a teacher of even the more ele? olarship, then, is the first step toward the a rational art—a professional knowledge , and this supplemented and liberalized nge of study.

ment of a teacher's preparation is named ture, processes, laws and products of the is the subject of the educating process. resence of from thirty-five to fifty children per day. It is his function as teacher to of these individual minds; to strengthen power and habit of thought, to purify and and to present such motives as will tend bad habits of body and mind and to the is. To train a power or faculty of the ed upon its proper objects, and in accord- its nature. Exercise is the condition of mental activity without the guidance of a . obedience to the proper laws of the fac- oduce a distorted and abnormal growth. s natural and leading forms of activity, aws and products, bears a relation to the to that of the bodily nature and functions

For the teacher to attempt to pursue his

art with all its complicated and responsible clear knowledge of the processes and laws of less irrational than would be the practice of mere inadequate knowledge of the principal organs their laws and functions.

Moreover, the teacher's methods of instruction reasons or principles, and not derived from mere experiment, must spring largely from the student. To instruct another is to supply the exciting condition that other shall think the instructor's thought. The mind may mature its product in the mind of the learner, but the process is conducted in accordance with the laws of the mind as cited. The mind is to be educated; the processes are the various subjects of study. These processes and matter of instruction—must be the main factor in the scientific method of instruction. The study of mental manifestations must have a prominent place in the preparation for teaching. It must be the aim of the study itself, in its conditions, activities, laws and products. If the study of mental science is made the mere rote without verification by appeal to individual and personal experience. The true method of pursuing this study is introspection, using the text mainly as a guide. For its purpose, it must be chiefly a direct study of mind. In this way that the study of mental science can be of aid to the teacher.

It must ever be admitted and emphasized that the subject is of the first importance to whoever teaches the subject. The teacher must know that while the student is ignorant of the subject. Nevertheless, it is probably true that more failures in the classroom are due to ignorance of child nature than to ignorance of the subject. The chief weakness in the public schools is on the side of mind, not ignorance of subjects. The teacher must know the motives, conditions, processes and laws of mind. This is the key to scientific instruction, and it is not held by the majority of teachers. An intelligent system of school discipline, no less than of instruction, must be

e outcome of the phases of school work
discipline, management and government
e man or woman; and this can come
course of training based upon the nature
ated. This paper confidently asserts
ind, as an organized energy, is an im-
ation for teaching.

s preparation must include more than
anches to be taught, and of the nature

It is all-important that the teacher have faith in the true ends of the educating process, *i. e.*, his views concerning the results to be accomplished by the process, will go far to determine the spirit and methods of the school in all its details. The informing of the mind as his chief aim will manifest itself in all he does. If to

the school is to lead the pupil to automatic knowledge, receiving such train-
culties as the acquisition of this inci-
gives, this theory will in great degree
of the work done in the school. If the

and systematized knowledge, valuable
ry means only, and the quickening and
ectual, moral and spiritual faculties to
e school, the instruction given and the
ll look to this end. In this, as in every

nature of one's thought and theory to
theory of education must rest upon a

It can be derived only from a right
re and destiny of the being to be edu-
-ing of general education, and not of
t one for a special vocation. In this
ject to promote by organic growth the
lively implicit in the being. This is

Character and power are above learning—underestimating or depreciating the value of education must yet teach that the

ultimate outcome of all school work must be the trained powers of intellect, acute moral perceptions, a will trained in the habit of obedience and a reverential spirit.

IV. If in a fair degree fitted by natural aptitude for instructing and managing a school, a person has a thorough knowledge of the subjects he is to teach, and a theoretical knowledge of mental activities and laws, and a correct theory of education will ultimately be of little use in the school-room. The problem now is, how to reduce the amount of actual experiment to the minimum. For it is true that after the most thorough preparation possible, much still has to be made large account to be settled only by experience in the teacher's own school. But under what conditions is this term of necessary experiment most quickly reduced to a minimum? Is teaching as a free, rational art? Only by a study of the principles of instruction, and by actual experiment under competent guidance. The teacher must have made the three fold preparation indicated—when he takes the subject, has a working knowledge of mind, and comprehends the aims of education—is prepared to begin his work of training which should precede his taking charge of a school—namely, (1) the study of methods of instruction, and (2) the study of actual practice, under skillful direction in governing schools. In the work of preparation, emphasis should be given to these two lines. In the work of instruction emphasis may be laid on the study of principles—namely, (1) the general principles which underlie all instruction, which are equally applicable in the teaching of all subjects and in teaching all classes of students; and (2) the principles appropriate to this or that subject and to the advancement on the part of students to be attained. The teacher's knowledge of underlying principles, not forms, is what gives power and freedom in the art of instruction. No specific method of instruction is the product of the study of the subject taught, knowledge of mind, or knowledge of education. Possessing these, the teacher's

ional end. Without them, and not method is a formal recipe with no study of methods it should be the enough consideration of the three topics re for teaching the subject.

professional preparation indicated anized for observation and practice. work must be, as stated, to reduce the : minimum—to prepare the teacher, practically, for his work. It should ill the learner in this or that way of opportunity, under direction, for the of methods of instruction and man- a training of the power to apply the

preparation for teaching? The doc- this question may be summarized as knowledge of the subjects to be taught, the same receiving attention during demented by a liberal and accurate ensive knowledge of mind; (3) an history and the science of education; on of the essential principles of in- and an extended term of observation the various grades and designed for

professional preparation assumes that science; that teaching is a business, it is possible, to a degree at least, to iples—principles that can be clearly l. It holds that in addition to the dge, there are three lines of strictly e *historical*, which reveals the aims, ements and failures of the past; (2) with the derived principles of educa- 3) the *practical*, which, in a measure, e teacher in his own school. It is

along these three lines that the main progress of school work of the future is to be made. To the culture of his profession is a commanding position. In education, this culture must be in fields named.

It is "the divine art of putting things" that is as well as public speaking effective. One great thought in such a manner as to produce will enforce a simple truth so as to carry with it. This art of "putting things" makes teachers sure. One, by means of a few questions, will wonderful clearness. The pupils involuntarily plain," "I understand it perfectly." Another truth under a mass of lumbering words and then with no approach at clearness. The longer he the sounds become, until from the impenetrable gleam of truth can be seen.—*School Journal*.

THE ELIZABETHAN AGE A METHOD IN LITERATURE

BY E. E. SMITH.

It is believed that a philosophical discussion of literature of a given period will involve several historical setting of the epoch; (2) the character and the people; (3) the influences operative in familiar forms of expression for thought and peculiar for expression; (4) the character of the men creating notable literary works at the time; (5) the influence of contemporaneous literature; (6) the effect of literature upon art, social life, morals,

It will not be attempted in this paper to cover or even to cover any portion of it with complete; a method that may be helpful by way of your own method is superior to it, if in no other. Preceding the Elizabethan Age were two other

Chaucerian Epoch and the Epoch of Repose. Chaucer has been aptly termed "a genial day ring." His was a genius ahead of its age—in a varied blooming and to build them into an admirable form as to make it a model by the best workers that followed him. But, there was no Englishman prominent as a writer. Like Dante, Chaucer had to rescue from a language of wonderful adaptability but rank—the learned. To do this, and to do it thorough there was no printing press, and when a conglomeration of fragments, was no slight feat, and into the words thus seized he even the darkness that followed him could be taught Alexander, but he dreamed not of the instrumentality of spreading Hellenic thought into the Orient; Socrates had not the little thought that the pupil would so soon thought of his master as not only to stand with Greek philosophers, but to aid the new birth of letters after his death; and so Chaucer, bravely in another tongue, little imagined he was giving ground to a speech that, a generation or two later would bring forth men—men whose

"Fame folds in
her orb o' the earth"—

immortal dramas.

Chaucer's death; but the time between was not lost, though not a time of great production. It was at first a period of war—and then a period of adventure and internal religious excitement and deep study of the new models brought from the south-east by the Italians. It was a time also when the printing press came for learning, and leisure and the renewal of personal culture and of refinement at the English mind. The translation of the

Bible from the MSS. to print, the discovery of the vigorous theological discussions arising out of the Reformation, the development of the noble idealism implanted, and the general desire to know contributed to the awakening of literary genius so wisely nurtured. Life had a new meaning, the castle was exchanged for the home and the gallantry was softened into the gentler courtesy. The peaceable state of the country under Elizabeth—whatever may have been her foibles—her "wedded to England" and to a wise policy of development, contributed in no slight degree to the growth of thought during her reign.

When the Crusaders came back from the East, we are told that, in many cities, they endeavored to exhibit pageants or displays some of the things they had experienced. This seems to have suggested to various countries the idea of presenting religious occurrences mentioned in the Bible in a similar form. We find the Mysteries or Passion Plays a means of instruction as well as of entertainment in Spain, France, Italy, and England. There seems earlier, also, a desire to supplement the plays of the pagan theatre with those of a more sacred sort.

The change from the concrete to the abstract came, and hence we find the Moralities—the plays in which the virtues or vices of the actors in the preceding Mysteries were given a wider play to the imagination of the actor. Then naturally follows another change in the thought and perception of the populace—the plays in which the thoughts and the deeds of men as influences on the lives of others and as legitimately culminating results. Here was a field for the display of the power and of profound insight into human character. Shakespeare and his noble compeers wrought in this field and surpassed.

Of the influence of Plato upon Spenser and

ENGLISH LITERATURE—EPOCH III. (*Italian and Greek Influence.*)

DIAGRAM 2.

1649.

ELIZABETHAN OR GOLDEN AGE.

1558.

ENGLISH HISTORY

AMERICAN HISTORY

English Drama.

1.

2.

3.

Tudor,
Elizabeth, 1558-1603

Stuart

Americ's Literature

is may be used, as may be deemed best

After a general survey of the development of the literature of the time is had through the hunting up of answers to suggestive selections from the writings of the time read, and discussed in the class-work. The literature by personal reading, forms a part of good literature, and, in an effort, at least, a thorough study of the literature of the time to help and to encourage him. In all attempting to do too much. Clearness is one of two properties chiefly to be sought in

THE OBJECTS TO BE ACCOMPLISHED IN THE STUDY OF UNITED STATES HISTORY?

V. RICHMOND NORMAL SCHOOL.

Journal.—The above question, which appeared in the Journal, not having been answered, I shall, with your permission, give my thoughts upon the subject.

Education is the development of the individual, and the studies in the common school should be so selected as to have reference to this purpose. Only as far as they are worthy of a place in the course

are the only ones we shall consider in this paper: intellectual, emotional, and volitional. United States History seems to be well adapted to the healthy growth of certain phases of each of these accomplishing objects of a more general

OBJECTS.—I. As the *presentative* or *periodical* are most active in the early stages of the work in History should take an opportunity to *arouse* his interest by appealing to the powers

that he most enjoys exercising. The gathering and valuable facts, and the tracing of expeditions by the use of maps and globes will afford pleasure and at the same time, train the observing power.

2. *The representative powers* of memory and imagination are also early active, and there is no subject in the common school work better adapted to bring out these powers than History. In order that they may have a secure hold upon the facts, the imagination is creating the circumstances under which the facts are making them *real* to the pupil, and hence readily retained. This action of the imagination prevents the too common, and always dull process of the mere *words* of the lesson, without interest or of any clear meaning or definite relation.

3. *The judgment, reason, and other related faculties* are called into activity; for example, by observing the relations of geographical conditions to historical events, plans and the results of a campaign, and the characteristics of a nation are alike determined, in great measure by the natural features of the country. The campaign of General Schuyler in New York can not be clearly comprehended nor interpreted except in the light of the geography of that State, the industries that can be profitably pursued in the Adirondack Mountains, in the Ohio Valley, and the great plain had already been determined long before their discovery by man. By the exercise of these powers the pupil learns to see the relation of cause and effect, end or purpose, not only in natural conditions, but also in human men and nations.

II. EMOTIONAL OBJECT.—The child is not a being who possesses an emotional nature, in the development of which History may be used as an efficient means. The most important emotions that may be reached in the study, are:

1. *Admiration*, which underlies the formation of character by children and youth. The perseverance

ics, the integrity of Gen. Joseph Reed, the self-sacrifice of Lafayette, the perseverance of John Quincy Adams, the "old Brown," and the patient endurance will be brought before the admiring gaze and may furnish an essential element in the

when properly directed and controlled, noble action. He who is devoid of achievement. United States History for stimulating any laudable ambition, business enterprise, to benefit the world science or invention, to sway the multitude or by the less ostentatious but a well-written book, or to lift fallen life by patient, faithful, Christ-like ex-

nowhere finds higher exemplification and women who have given themselves

Washington is the ideal patriot in all country is the chief pillar upon which it rest. To develop and stimulate such one of the leading objects of this study. Man possesses not only intellectual and will-power; and there is no more improving, strengthening, and training than well said that "A highly cultured man has a highly cultured will." No matter how well he comprehend a purpose, no matter how nature may incline him to that purpose, to execute he must be practically useless. Examples of prompt decision and vigor found by our History make it an admirable and skillful instructor, of calling out this character.

objects of a higher and more general interest in another paper.

FORMS AND METHODS IN ARITHMETIC

W. F. L. SANDERS, SUPT. CAMBRIDGE CITY SC

1. In interest, the short method most used is "Sixty-day Method." It should be introduced

With the class at the board let several examples be given, in which the time is 2 mos. (60 d.) and the principal is \$210.

For instance—

Ex. Find the interest of \$210, at 6 %, for 60 days.

As the pupils are not supposed to know an easy method, they will solve it according to the method they have learned, and they will get the result, \$2.10.

2. Here call attention to the relation existing between the answer (\$2.10) and the principal (\$210.) Have them state what similarity and what difference they observe between them, and to state how the answer may be made from the principal (*i. e.*, by pointing off two decimal places in the principal.)

3. Give another example, as—

Ex. Find the interest of \$845, at 6 %, for 60 days.

Have the pupil to solve the example according to the method they are familiar with, and obtain the answer, \$8.45.

4. Again call the attention of the pupils to the relation existing between the answer (\$8.45) and the principal (\$845.) Have the pupils to state what similarity and what difference they observe between them, and to state how the answer may be made from the principal (*i. e.*, by pointing off two decimal places in the principal.)

5. Let a third example be given—

Ex. Find the interest of \$4350, at 6 %, for 60 days.

As the pupils are about to begin the solution, have them put down the work but to give you the answer (written on the board) without finding it by the usual method. Perhaps all, will be able to give, at once, the answer, \$43.50.

Ask one of them how he obtained it; he will say that he pointed off two decimal places in the principal, being the answer.

has been used in each example.
 ne has been used in each example.
 arly understood that whenever the time
 6 %, the interest on any principal may
 [two decimal places in the principal, the
 .
 may now be given to be answered orally.
days what is the interest on \$240? \$380?
 ?
 ntinued until all answer such questions

may now be introduced. Beginning as
 similar to the following:
rest on \$120, at 6 %, for 60 days?
 eing given readily, ask what the answer
 re 120 days instead of 60 days. Some
 promptly and correctly. Those who do
 or led to see, that if the interest for 60
 est for 120 days will be twice \$1.20, or

perhaps been occupied in getting the
 r on this point. Let the teacher begin
 ample, and follow it up rapidly by sev-

, *what is the interest for 60 days? 30 d?*
50 d? 5 d? 6 mo.? 3 mo.? 8 mo.?
9 mo.?
 ie interest at 6 % is a certain sum, what
 12 %?
 ls the answer, "*Twice that sum.*")
 rest at 6 % is a certain sum, what would
 At 18 %?
 pils the answers: "*Half that sum;*"

rapidly examples similar to the following?
terest on \$120 for 60 days at 6 %? At
%? At 30 %? At 1 %? At 2 %?

12. That 9 %, 7 %, 8 %, etc., may be used in pupils must be led to see clearly of what each is 6 % as a basis. For instance, ask—

9 is made up of 6, and *what part* of
7 is made up of 6, and *what part* of
8 is made up of 6, and *what part* of .

The answers being given, the pupils may write

$$9 = 6 + (\frac{1}{2} \text{ of } 6);$$

$$7 = 6 + (\frac{1}{6} \text{ of } 6);$$

$$8 = 6 + (\frac{1}{3} \text{ of } 6);$$

Next, they may write—

$$\text{Int. at 9 \%} = \text{int. at 6 \%} + \frac{1}{2} (\text{int. at 6 \%})$$

$$\text{Int. at 7 \%} = \text{int. at 6 \%} + \frac{1}{6} (\text{int. at 6 \%})$$

$$\text{Int. at 8 \%} = \text{int. at 6 \%} + \frac{1}{3} (\text{int. at 6 \%})$$

13. The pupils are now ready for examples like

Exs. For \$360, at 60 days, what is the interest
9 %? At 7 %? At 8 %? At 4 %? At 5 %?
11 %? At 13 %?

14. A teacher of only ordinary experience will find it very clear in managing the mental work necessary in a class to attain skill in solving examples in interest method.

15. Examples more difficult may now be given

Ex. Find the interest of \$3600, at 8 %, for 1

FORM OF WORK.

\$36.00, int. for . . . 2 mo. at 6 %

\$360.00, int. for . . . 20 mo. at 6 % (10 times

18.00, int. for . . . 1 mo. at 6 % (one-half t

9.00, int. for . . . 15 da. at 6 % (one-half t

\$387.00, int. for 21 mo. 15 da. at 6 %

\$129.00, int. for 21 mo. 15 da. at 2 % (one-third t

\$516.00, int. for 21 mo. 15 da. at 8 %

REVISED FORM.

36.00 2 mo.

60.00 20 mo.

18.00 1 mo.

9.00 15 d.

87.00 21 mo. 15 da.

29.00

16.00

rest on \$1760 for 2 years 3 months 27

PER FORM OF WORK.

2 mo. is \$17.60

20 mo. is \$176.00

5 mo. is 44.00

2 mo. is 17.60

10 d. is $5.86\frac{2}{3}$

5 d. is $1.46\frac{2}{3}$

2 d. is $.58\frac{2}{3}$

27 d. is \$245.52

. . . . 40.92

. . . . \$286.44

CONTENT OF PEDAGOGY.

by S. S. PARR, Principal De Pauw Normal School.]

DEFINITION OF WORDS.

There is a close connection between definitions and mere statements. Definitions are sometimes loosely called statements usually gives some attribute, condition, or relation. It may give us a definition. We say "A noun is a name," or "multiplication is taking one number as many times as another." We have made statements that are

not definitions. A definition involves three things: (1) the name of the thing defined; (2) the class to which it belongs; (3) the marks which distinguish it from other things in that class. A typical definition, long in form, is given by Plato: "Man is a rational animal." Aristotle defined man as a rational animal; he is part of the class animals, distinguished from other animals by the possession of reason. These definitions possess these elements, though all in a very compact form. Darwin wrote two good ones on the origin of man, and Herbert Spencer has written many to define the origin and evolution of human institutions. These are incapable of understanding or of making definitions; statements suffice for them. The multiplication given above is sufficient unless made of arithmetic; then a correct and complete definition, one covering fractions and algebra, is required. A question often asked is this: When shall a definition be used? The answer depends somewhat on circumstances. A definition should be used until the pupil has a clear conception. It may not be complete, but should be clear in the mind. In all cases in which a definition is used, the objects, their study should precede the definition. It should be an induction from them. It is a mistake to begin with a definition of it. The definition of the word, should be distinguished from other uses, its varieties and their distinctions, a whole studied before a definition should be given. A qualified acceptance of ready-made definitions is not good teaching. Such a use of them amounts to a waste of time. A definition is of value only when the pupil has ver-

LANGUAGE-LESSON

LANGUAGE-INSTRUCTION, as a whole, consists of pronunciation, word-study, grammar, composition. Each of these is provided for in the course. Language is handled much better than others. Spelling

elling in its narrow sense ; grammar
d by the time spent upon it. But
age-lessons in relation to these lan-
lessons are the first part of grammar
: the constructive side of these sub-
or doing phase, which corresponds
phase. In them the pupil learns to
nd sentences together. In grammar
he studies the science of the forms
anguage-lessons. Language-lessons
igs: 1. To teach the pupil to think
efficiently ; 2. To teach him to ex-
legantly ; 3. To prepare him for the
ic, after he has been in school seven
nd rhetoric begin the last year of a
ar of the high-school.

pupil must learn description, narra-
ntation. Language-lessons can deal
ion, and the simplest forms of expo-
imitation in his reading-lessons and
er lessons. To express himself cor-
inctuation, use of capitals, forms of
e, agreement of various parts of the
lection of words, paragraphing and
ie simplest qualities of style, and fig-

As a preparation for formal gram-
r the classes of words ; for rhetoric,
tion of words and of the connection
truction, considering the child from
d *direct*. Every lesson is a language-
tunity for exercise in description,
agreement of forms, etc. The pupil
correct language-forms as possible,
gular work. All this is, of course,
the pupil should have exercises in
drill him in the processes of think-
above—*direct*. All of which should

be systematic in the teacher's mind and follow a plan. They begin with the observation and retracing of the beginning and end with free production in other subjects. Reading furnishes a special opportunity. Arithmetic furnishes good opportunity for description; science, general lessons for logical exposition, *i. e.*, classification, classes, kinds, forms, etc. The oral forms of dictation, copy, ten, and imitative reproduction precede free

PRIMARY READING

DESPITE progress, primary reading continues to be taught of primary subjects. Why? Because they lack a definite aim. They have gathered up various devices and gone to the school-room expecting success from applying these one after another without a plan. Success lingers and they wonder why they do not succeed. The reason is not far away. They lack a general plan. They have begun building but have not decided whether the outcome shall be a garden or a front-porch. What then should be the aim of primary reading? First, to awaken interest; second, to have a variety that will prevent the repetition of any one thing before another is introduced; third, repetition to insure the imprint of words and prevent forgetfulness; and fourth, a proper connection with the other work of the school—number, science, etc. The idea must be learned before it is not already familiar. A good First Reader is one that contains words already well-known.

The problem, then, is the learning, in the proper way, of the written word and its association with the word. The first thing to be done is to get the child to look at the word carefully, to see all its parts and to compare it with other words before his eyes. Thus if the word is *chair*, it should be compared with *air*, *chain*, etc., like it in form. The test for the completeness

by the eye with great quickness, is. By one device or another the student until this end is reached. The less the word on the memory by eye, ear, understanding, etc. The comparison and contrast of form and sound, and other forms of building up the test is the ability to remember the course to recognize and write it. The use of the word with other words must be recognized singly before they are connected. *The, dog, is, and black,* must be recognized singly before they are connected. Connected words also need

**"CONTAINED TIMES"
Y CORRECT.**

nes 4 are (or equal) 12" and "4
no questions have been raised:
times correct? Second. Whether
plant them by others more easily
ary children? Certain critics and
cal correctness of the expressions.
of these reformers of arithmetical
the language of number through
first would say "3 fours are 12,"
"12 may be divided into 3 parts
his is not new until such expres-
dollars" is reached. This means
of four units each equal one num-
t the number 12 (a complex unit)
of 3 parts, each of which has the
That these fours are dollars has
between the 4's and 12. Number
jects entirely independent of and
d relations. For the reason that,
o not, at any time, consider the

page unless there is real need for it. It is not able to see, neither of the new nor of the old, any good reason for its existence. The expressions emphasize the wrong. The failure has not been greater to-day than any of the others of the past. It has understood any of them.

S. S. P.

DEPARTMENT.

EDWARD SANDISON, Professor of Methods in the
Normal School.]

FIRST GRADE.

The child occupied in learning words as he should not be called upon to recite, i. e., to name the letters which he has never, be ready at any time to name the object is presented. (The reverse.)

At the end of the month go back to the first word of the letters. Supposing the letters *c*, *a* and *t* are learned, *bat* is old friends, and *b* alone is new. *at*. This fact is a strong argument in groups.

Write every word he knows. If he says "see my red ball," he should be able to dictate. It follows, therefore, that the word should be written. The preparation of copying of words or sentences should have all work erased from board and slates. Examine each slate carefully for capitalization and punctuation. By the end of six months, will produce

SECOND GRADE.

Two new words may be learned each day by the pupils, and the teacher should take good care in sentences, to review each day the words learned previously. Two new words may seem a small number, but rate the pupil will learn four hundred in the course of the year. Each word learned should be learned thoroughly. The pupil should know its written and printed forms, and should be able to use it correctly in a sentence, with proper capitalization marks.

After the preparation for the lesson, work should be done from slate and board, and sentences formed by the pupils should be written on the slates. The work should be examined daily with care, that no bad habits of writing be allowed to strengthen. FANNY

NUMBER WORK—THIRD YEAR

THE work in the Third Year should be conducted to a considerable degree. Among the materials which will be useful in the work concrete may be mentioned:—

One hundred one-inch wooden cubes, which may be made from any carpenter for twenty or twenty-five cents; educational toy money, price twenty-five cents; a box of splints, which cost five cents for twenty-five hundred; a box of elastic bands; a quire of printer's paper cut into one-inch squares will last one or two terms and will cost very little.

Toy money and splints are valuable in teaching the use of ones necessary to be known in this grade, *i. e.* a *unit*; ten ones, or *one ten*, ten tens, or *one hundred*; one cent as representing one one; a dime, representing one ten; one dollar, or ten ten-cent pieces. When the work is done with these materials, the work will become simple and interesting and easily comprehended. Splints are valuable because they are adapted for individual work.

Illustration: (On the table are a box of elastic bands and a pile of splints for each child.)

twenty-two ones. Children place twenty-side.

two by using two kinds of ones. Children together, thus having two bundles of tens

now? Children. Two one tens and two : two one tens is worth ten times as much e ones. Either of the two one ones is much as one of the one tens.

able at the end of the year to make any by thinking it in relation to its kinds of

sticks the principle that when any term can the corresponding term of the subtra t be changed, etc., can be easily compre- $102 - 13 = ?$ To be read—The whole wn part is 13; what is the unknown part? n only be found by separating. As the nd of separation is subtraction. In sub- the ones; then the tens; next the hun- not contain three as one of its parts and ke into units, for the tens are all tied up der to find the unknown part the whole ying the hundred so that it shall become g one of these tens into ones. The new velle ones, differ from the first whole in

se ones is nine ones.

1 is eight tens.

ts that make the whole are 13 and 89.

whole—102

89

re valuable in teaching the combination vers under 100 and in teaching addition, ion, and division tables. Illustration : e form of an oblong prism, 5 in. by 4 in. that by separating the prism you have

five sections of four blocks each, each section fifth of the whole. Let the pupils, by actual operations indicated with the blocks find the

$$\text{Whole, 20 cubes} \left\{ \begin{array}{l} \frac{1}{5} = \text{how many cubes? } 1 \\ \frac{1}{5} + \frac{1}{5} \text{ or } \frac{2}{5} = \text{how many cubes? } 2 \\ \frac{2}{5} + \frac{1}{5} = \text{how many cubes? } 3 \\ \frac{3}{5} + \frac{1}{5} = \text{how many cubes? } 4 \\ \frac{4}{5} + \frac{1}{5} = \text{how many cubes? } 5 \end{array} \right.$$

In teaching tables of 5's and 10's use the p and half-dimes.

In teaching tables of 6's and 12's call the etc., and think them as so many dozens and

The squares of paper are valuable in future work in studying fractions.

A skillful teacher can easily teach the fractions with their combinations and equivalents through grade.

Illustration: Material, a four-inch square set edges together, crease in the center. Tell you now have. Compare with the square a Lead the pupils to observe and tell in their following:

In one whole paper there are two halves.

One-half and one-half=one.

One whole paper holds two one-halves.

One whole paper less one-half=one half.

Work with one half until the children thoroughly all of its combinations and separations, permutations with apples, sticks, lines, etc.

WORK IN DERIVATIVES—THIRD

By the time the pupil is able to use the Th obtained such facility in reading that he may derived words. The work may be taken orally, or incidentally in connection with reading. The following illustration will tend to suggest the

ing the third and fourth year: (In the general plan would be similar, the thing more difficulty.)

reading lesson the word *river* has occasion or at another time, as a general consideration consider rivers as to their size, and to water that is too small for even small *river*. Consider the meaning of *rivulet* on one part of the board and the word have the children

the meaning.

the difference in form.

the force of *let*.

write the word *stream*. Obtain from and lead them to infer the word that is the word *streamlet* under *rivulet*. *brook, tart, wave, cloud*. Let the class on their slates, the meaning or force in like manner consider *kin*, as with

children to observe that in each case *let* is added to a syllable, and then state and have them say "are affixes, meaning *small* or *little*." say many times.

meaning *small*. Write the two as the *little*. Suggest others, writing them in the same way. Give the name for a little duck, a little *duckling*, meant by *lordling, darling*, etc., suggest that the first means a lord or person who is his own thought, and that the second means a little *car*, with the affix. Have the pupils say *carling*. State that a sack or bag is also called a *little bag*, those little bags sewn in their coats, dresses, in which they may carry things, etc., are called. In this way From it and *floweret*, lead them to a similar way obtain *ock* from *hillock*,

bullock, etc. Then have the list read. Ask the name for such endings. Have the definition repeated and the force of the affixes given. Leave the thought with the pupil that there are many other affixes with other meanings, and that at another time these will be reconsidered in connection with those as yet unknown ones.

EXAMPLE AND LIBERTY.

"The spontaneity natural to early infancy is sometimes the means of saving children from the inconvenient results of their extreme organic and intellectual plasticity. But it would be dangerous to count too much on this spontaneity. The respect due to the individuality of the human being makes it incumbent on us to be very careful as to the examples the child sees around him, especially from the moral point of view. The idea in education would be to allow each child scope for his own particular bent, while at the same time setting one example before him." Locke understood the necessity of respecting the natural bias in each child, and could not endure the artificial product, which is the invariable result of constraint and affectation. He specially deplores this fault in what concerns manners and behavior in society. "Affectation," he says, "is a clumsy and forced imitation of what should be easy and natural, and is devoid of the charm which always accompanies what is really natural, because of the opposition which it causes between the outward action and the inward motions of the spirit." Away with politeness and agreeable manners, if they endanger the frankness and sincerity of the child. "Mamma," said a child four years old, "are you not going to tell Madame X. to go away? She has been here a long time." I greatly prefer, even in a child of four years, this frank and innocent rudeness, to formulas of politeness, repeated by rote, but not felt.

There is another reason, well worth our consideration, which should deter us from stifling a child's natural initiative by the undue influence of our example and activity. We see in animals a sort of individuality of action which does not belong to man; the development of their powers and skill affords them

the greatest possible amount of enjoyment when they are young, and later on inspires them with a kind of proud confidence. And the same thing may be observed in little children. Tiedeman says of his own son at the age of fifteen months, and the observation might have been made earlier: "When he has done something of his own accord, given a certain impetus to one of his toys, for instance, he shows evident delight, and takes pleasure in reiterating the action." And he goes on to remark, with equal truth: "Children in general like to do by themselves what they have hitherto been obliged to let others do for them. They like to feed themselves with their own hands, to wash and dress themselves, etc. This liberty in action, even in imitated actions, is one of the conditions of a child's happiness; besides that, it has the effect of exercising and developing all its faculties. Example is the first tutor, and liberty the second, in the order of evolution; but the second is the better one, for it has inclination for its assistant."

(See "The First Three Years of Childhood," by Bernard Perez.)

A DEVICE FOR TEACHING NUMBER.

"In observing the results achieved by the Kindergarten educators," says Edward R. Shaw, "I have felt that Frobel's great discovery of education by occupations must have something for the public school, that a future application of 'the putting of experience and action in the place of books and abstract thinking' could be made beyond the fifth or sixth year of the child's life. This book ('Education by Doing,' by Anna Johnson) is an outgrowth of this idea, conceived in the spirit of the New Education.

It will be widely welcomed, we believe as it gives concrete methods of work—the very aids primary teachers are in search of. There has been a wide discussion of the subject of education, and there exists no little confusion in the mind of many a teacher as to how he should improve upon methods that have been condemned. There is a general desire and demand for better methods. The principles enunciated by Spencer, "that

science is evolved out of its corresponding art," and "that the abstract is to be reached by way of the concrete," are as true in their applications with reference to teachers as to pupils. And, therefore, whoever gives concrete methods, based upon right principles, is doing the most to aid the great body of teachers, and is laying the surest foundation for a recognition of the principles of the science of education.

Of the concrete illustrations of the book, the following is a selection :

"EXERCISES WITH FLAGS TO TEACH NUMBER.

"Cut white or colored muslin into four-inch squares and sew them on to small sticks for flags; then paste large numbers on them. The numbers may be printed or cut from old calendars. Distribute the flags to the class, and have each child in turn tell what number is on his flag, and state all he can about the number, as 'I have number ten; two fives make ten; five twos make ten; five and five make ten; eight and two make ten; seven and three make ten,' etc. The teacher may call upon two of the scholars to stand, and have them add, subtract, multiply or divide their numbers, or give an example, using the numbers in any way they may think of.

"Several may stand and the teacher may call upon some one to add their numbers very rapidly.

"Endeavor to bring as much variety as possible in the exercise. In this way the children learn the value of numbers and become familiar with all their combinations.

"The flags may also be used as a review in Roman numbers, the children stating what Roman number corresponds to the number on their flag."

THE AIM OF PRIMARY WORK.

It is said by S. S. Laurie that "the aim of the primary school is to make men live better lives—better intellectually, by giving greater activity, vigor and precision to the powers by which they know and do better morally and religiously, by causing them to live in obedience to the laws of God as revealed in the nature of man and the visible order around him, and in harmony

with the will of God as communicated in His word. Training of men's wills and the bettering of men's intellect are the great ends which the school has in view. And if asked to sum up, in a few words, the end of preparation, and to do so in words which will indicate its ultimate at the same time that they furnish the schoolmaster's criterion by which to measure every detail of his work, he probably be able to find no answer more fitting or exhaustive than the formation of character.

THE SCHOOL ROOM.

(This Department is conducted by GEO. F. BASS, Supervising Principal, Indiana.)

REFLEX ACTION IN ARITHMETIC

MANY things are accomplished by reflex action of the ganglia, say the physiologists. There is a danger in doing too much to this action. Some pupils solve by it. One may probably multiply, divide, etc., by some reflex action, but it is not safe to decide whether we are or multiply by this reflex action. The following problem given to a class of intelligent pupils: "Spent \$60, which is $\frac{2}{3}$ of my money. How much had I at first?" Many solved it so:— $\frac{2}{3} \times \$60 = \36 . Ans. The teacher says why.

They had been solving such problems as, "John has $\frac{3}{4}$ as much. How much has Mary?" They had on this kind for several days—ten each day—all done in the same pattern placed on the same spot on a piece of paper of uniform size and color of every other piece of paper used in the hour of preparation. This sameness has its advantages which they thoroughly appreciate. Now these pupils had naturally fallen into the habit of seeing an integral number and a fraction and multiplying the one by the other and receiving a result as their mark on daily preparation.

"But," says a very careful and effective teacher, "never explain every example during the recitation time. This

correctly, so this can not be the reason they fail." Let us see; are not the explanations just alike? may they not say them by reflex action?

Put a "stray" one in your set every day. At first they will solve it by the pattern; but when their attention is called to the meaning of the problem, they will see their mistake and correct it. These stray problems may serve to prevent this habit from forming.

CAN THEY WRITE A LETTER?

EVERY one at some time in his life will need to write a letter of some kind. Nearly all will write a letter of friendship. Many will need to write business letters. Most people seem to decide whether a subject for instruction in schools is practical, by whether the pupils will ever be called upon to use it in after life—in the "business world" as such are fond of calling it. While we do not think this is *all* that decides the practicability of a subject, we think it is an element that should not be ignored. It becomes a very important element when it happens to refer to a thing that *all* will be called upon to do—as is the case in writing letters.

It would seem, then, that "Letter Writing" is an eminently practical subject. But is it taught? Do not schools generally give more time to "parsing" than to letter writing? Is not ten times as much time given to "preparing" their daily arithmetic paper, as to writing letters? Some grades write ten compositions in a quarter, and not one letter. This is not learning to write letters by writing them, but by writing something else. It is true something—yes, much—may be learned in this way that will be needed in letter writing:—proper use of language; proper capitalization and punctuation; and neatness of work *may* be acquired. *May* is made emphatic, because, as a general rule pupils do not acquire these things through their language work with anything like the thoroughness that they acquire the power to add.

Why? After the fourth grade there is scarcely a day of school life passes that they are not required to add. They add and add

and add;—they *do* the work. This is the idea that should be carried into letter writing. They should write letters;—not only in the fourth grade for one quarter, but in every grade from the fourth to the eighth inclusive,—and during every quarter and every week of every quarter. They, of course, should be taught what to do; then they should *do* it so frequently that it would become a part of them. The formal part of the letter can not be learned for any practical purpose, without practice in writing letters. What to say in a letter needs to be said many times to become impressed upon the pupil.

Let those who doubt the above, try writing a kind of letter that they have studied but practiced only a little. Write a formal application for a school or a resignation. Write a letter of introduction. "Can't be done for want of time!" So? Well, put five of those compositions in the form of a letter. Have some of those written lessons in arithmetic in letter form. This will not take much more time. There are other ways that any teacher will think of when he begins to try to devise ways and means by which letter writing may be taught.

MISCELLANY.

NG.—How we do alight *ng*! We are thinkin' and talkin' of proposin' the leavin' of it off in all verbs endin' in the disgustin' *ng*.

SCHOOL LANGUAGE.—An outsider can not understand the language of many school-rooms. *I-o-o'* means I don't know. *Yep* means yes. *No'm* means no ma'am. "Fi pay \$5 fer pair boots Ikn buy ez many for \$15 ez \$5z kntained times zin \$15."

GROWTH.—Growth is slow. Teachers should remember this. What would we say of a person who would dig up a seed each day to see if it were sprouting? Wait. Who gets out of patience with a boy because it can not be seen that he is any bigger physically to-day than he was yesterday or last week? Plant the good seed and see that the proper conditions are supplied. Growth is certain—mental as well as physical growth.

DON'T.—“Don't any of you put beans up your nose while I am gone,” said an anxious mother who was compelled to leave her children alone while she went shopping. When she returned every one had a bean fast in his nose. Had she said nothing about the beans, they probably would not have thought about putting them up their noses. Teachers often make a mistake similar to this; suggesting a wrong thing by making a rule to prevent it. “Sufficient unto the day is the evil thereof.”

“TURN, STAND, PASS.”—These words are often used by the teacher in dismissals. The idea is to dismiss orderly. This is good. It cultivates attention to have all move at a given signal. This is the thought back of this form. When this thought is dropped and the teacher says these words as her part of “the show” they become worse than nothing. “Turn—stand—pass” said as if they were syllables of one word has a bad effect on the school. The pupils crawl out of their seats with a twist and then slide along the aisle and “lop” out of the room. They seem to have no back-bone—in any sense.

LEARNING RULES TO SAY.—“A disgusted father wrote to a Philadelphia journal saying that he heard his little girl sobbing over a rule which she was trying to commit to memory, in the following words, to-wit: ‘Rule for short division rule dash one write the divisor at the left of the dividend, semicolon, begin at the left hand, comma, and divide the number denoted by each figure of the dividend by the divisor, comma, and write the quotient beneath, period. Paragraph. 2. If there is a remainder after any division comma, regard it as prefixed to the next figure comma and divide as before period. If any partial dividend is less than the divisor, comma, prefix it to the next figure, comma, and write a cipher in the quotient, period.’ After reading these painfully idiotic paragraphs, the amazed parent made inquiry, and found that the pupils—children under ten—were required to study rules in this way, in order that they might be able to write them out and “point” them, not correctly, but according to the book.”—*N. Y. Tribune.*

Comment is unnecessary.

FOR PUPILS.

PENS.—The United States uses about a million gross of pens each year. Now, here is a problem for you: "How much are they worth at $33\frac{1}{3}$ cents a gross? But this is wholesale price; then let us try the retail price. You get six for five cents. How much are a million gross worth at that price? Don't be surprised when you get these answers. You have no idea how many a million gross are. How long would it take a boy to count them, working eight hours a day?

The United States used to import most of its pens, but now most of them are made in our own country. There is a large factory in Pennsylvania and another in Connecticut. Very nice machinery is used in manufacturing these useful instruments. Women and girls work this machinery. The following description of how they are made is worth reading:

First the steel is rolled into big sheets. This is cut into strips about three inches wide. These strips are annealed—that is, they are heated to a red heat and permitted to cool very gradually, so that the brittleness is all removed and the steel is soft enough to be easily worked. Then the strips are again rolled to the required thickness or, rather, thinness, for the average steel pen is not thicker than a sheet of thin letter paper. Next the blank pen is cut out of the flat strip. On this the name of the maker or of the brand is stamped. The last is a very important factor. There are numbers that have come to be a valuable property to manufacturers. Many clerks say they can not work to advantage unless they have particular styles of pens. The result is that by passing the word from one writer to another a market is soon created for a favorite style. Each steel pen has, therefore, to be stamped with sufficient reading matter to identify it thoroughly. The stamping is done with very nicely cut sharp dies that cut deep and clean, so that the reading matter will not be obliterated by the finishing process. Next the pen is moulded in a form which combines gracefulness with strength. The rounding enables the pen to hold the requisite ink, and to distribute it more gradually than could be done with a flat blade.

The little hole which is cut at the end of the slit serves to regulate the elasticity, and also facilitates the running of the ink. Then comes the process of hardening and tempering. The steel is heated to a cherry-red, and then plunged suddenly into some cool substance. This at once changes the quality of the metal from that of a soft, lead-like substance to a brittle, springy one. Then the temper of the steel must be drawn, for without this process it would be too brittle. The first color that appears is a straw-color. This changes rapidly to a blue. The elasticity of the metal varies with the color, and is fastened at any point by instant plunging in cold water.

The processes of slitting, polishing, pointing, and finishing the pens are operations requiring dexterity, but by long practice the workmen and workwomen become very expert.—*The Teacher.*

EDITORIAL.

LIEUTENANT SCHWATKA is in command of an expedition sent out by the *New York Times* to explore St. Elias, the highest peak in North America. This mountain has never yet been climbed to its top by a white man. Prof. Libby, of Princeton College, has charge of the scientific work.

A. D. DITMAR, of Lancaster, Penn., recently died leaving \$80,000 to be devoted "to ascertaining what children are created to do." One feature of the institution he proposes is a room furnished with various appliances, such as musical instruments, tools used in various trades, pencils, paints, etc. In this room children are to be turned, and their tendencies and preferences are to determine the direction of their education.

SIXTY years ago Brookville was the foremost town in the State, and was the residence of many distinguished men. The land office was located there, and was in charge of Robert Hanna, a personal and life-long friend of Thomas Jefferson. Other noted personages were Governors Ray, Noble, Wallace and Hammond; Hiram Powers, the sculptor; Captain Eads, constructor of the St. Louis bridge and the Mississippi jetties; Oliver H. Glesson, Rear Admiral United States Navy; Captain Herndon, commander of the ill-fated Central America and father of President Arthur's wife; Edwin May, the architect of the State House at Indianapolis; and here General Lew Wallace was born.—*Ex.*

E. L. KELLOGG & Co., of New York, has taken in the *Iowa Teacher* and the *N. W. Journal of Education*, a weekly published at Des Moines, Iowa, and merged them in the *Teacher's Institute*. Mr. Kellogg claims that he has thus added 3,000 to the circulation of the *Institute*. Last fall when he "merged" the *Practical Teacher* of Chicago in a similar way, he claimed to have added 10,000 to his circulation, when it was a matter of fact that the editor of the *Teacher* only claimed a circulation of 6,000. If Mr. Kellogg has in this case given equal scope to his *vivid imagination* quite a reduction will have to be made to get down to facts. The *Institute* is a good paper and its *bona fide* circulation is so large that it does not need to be "watered."

THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Association has come and gone, and was what was predicted for it: One of the largest ever held. Whether it was as large as the meeting at Madison two years ago is a disputed question. Owing to the fact that railroads in their sharp competition sold many tickets good to return *without* being stamped by the officers of the Association, many teachers did not enroll and the exact number in attendance could not be determined. It is safe to estimate the attendance at *five thousand*—many placed it at seven thousand. Topeka entertained this number in good style. The work of the Association was fully up to the standard of such occasions, and everybody seemed pleased.

Indiana was largely represented. Music Hall was made headquarters for Indiana teachers, and a register was kept of all who came. The record at the close showed *one hundred and ninety-two* live Hoosiers and *one hundred and seventy-five* ex-Hoosiers. A reunion on Wednesday evening was largely attended and thoroughly enjoyed. Harry G. Wilson, formerly Superintendent of Cass county, Indiana, for several years past agent for Van Antwerp, Bragg & Co., with headquarters at Topeka, did much to make the occasion pleasant and deserves the thanks of all.

Indianians did their full share of the work of the Association. State Superintendent Holcombe presided over the primary section and did it well; and John C. Macpherson, Superintendent of Wayne county, and Geo. F. Felts, Superintendent of Allen county, made addresses; and W. N. Hailman presided over the kindergarten section and made the principal address. Geo. P. Brown, late President of the State Normal, was Secretary of the Council of Education.

The officers of the general Association for the coming year are: President, W. E. Sheldon, of Massachusetts; Secretary, James H. Canfield, of Kansas; Treasurer, E. C. Hewett, of Illinois, re-elected.

Officers of the Art Section were: President, J. M. Ordway, of Louisiana; Vice-President, J. A. Wickershan, of Indiana; Treasurer, J. D. Walters, of Kansas. Walter S. Perry, of Massachusetts, was elected President of the Art Department. Of the Elementary Department, W. H. Bartholomew, of Kentucky, was elected President, and Mrs. Sutherland, of Ohio, Secretary.

Of the normal section A. R. Taylor, of Kansas, State Normal, was re-elected President, and Mary E. Nicholson, of the Indianapolis Training School, was elected Secretary.

At the close of the Association large numbers of teachers availed themselves of the cheap railroad rates to visit various parts of the "great West." Several hundred went to California, and not less than a thousand went to Colorado and the Rocky Mountains.

The Santa Fe route got the lion's share of the western tourists, because it passes through the best part of Kansas, and gives the most attractive mountain scenery. The Denver & Rio Grande road, which is a part of this route, runs from Pueblo to Denver, a distance of 120 miles, in sight of the mountains the most of the time. Colorado Springs and Manitou, on this line, are at the foot of Pike's Peak, and are near several beautiful canons and noted springs, the Garden of the Gods, etc. This is one of the most attractive parts in this region of wonderful scenery. The writer, in company with several other Hoosiers, climbed to the top of Pike's Peak, which is one of the highest points of the Rockies—more than 14,000 feet above sea level.

A WORD PERSONAL—READ.

The Journal is now in its thirty-first volume. For more than thirty years it has been fighting the battles of education. Not a forward movement in any department of the great work has been made in all this time in which the Journal's influence has not been felt. It has advocated every good cause and opposed every bad one.

No other educational paper—nor all others combined—have done so much, nor are doing so much, nor can do so much for Indiana teachers as is the Indiana School Journal. No outside paper can know Indiana's interests, or advocate them with the intelligence or effect of a home paper that has a personal interest in everything that happens. *Therefore*, other things being equal, Indiana teachers should stand by their life-long friend, and patronize their own journal.

That the Journal is meeting the demands of the times is evinced by the fact that it has to-day a larger circulation than ever before, and never before received such hearty commendations from the best teachers of the State.

The Journal is determined to keep abreast the best thought of the day. To this end it employs an abler corps of department editors than

any other educational paper in the United States. With S. S. Parr, Principal of the DePauw Normal, at the head of the Pedagogical Department; Geo. F. Bass, Supervising Principal and Critic Teacher in the Indianapolis schools, in charge of the Practical School-Room Department; and Howard Sandison, Professor of the Science of Teaching and Principal of the Model Department of the State Normal School, in charge of the Primary Department, and with an able corps of general contributors, the Journal can not fall below a very high standard of excellence.

As primary work underlies all other work, it is made a specialty. Besides making the Primary the largest department, primary articles are often found in each of the other departments and in the main body of the Journal. It is safe to say that with but a single exception, no other educational paper in the United States gives so much space to primary work. Neither time nor money will be spared to make the Journal just what the teachers need.

ELEVATIONS ABOVE THE SEA.

Lake county, (average)	700 feet.
Steuben county, "	1040 "
Switzerland county, "	750 "
Posey county, (the lowest)	450 "
Marion county, (average)	750 "
Brown county, "	950 "
Randolph county, (the highest)	1100 "
Union Depot, Indianapolis,	721 "
Surface of Lake Michigan,	585 "
Low water in the Ohio at New Albany,	375 "
" " " Evansville,	326 "
" " " the mouth of the Wabash,	313 "
Northwest quarter of the State (average)	700 "
Northeast quarter of the State	875 "
Southeast quarter of the State	780 "
Southwest quarter of the State	593 "
Average for the entire State	735 "

TENURE OF OFFICE A STEP IN THE RIGHT DIRECTION.

Massachusetts now has a law which provides that "The School Committee of any city or town may elect their teachers to serve for a term of years, or during good behavior." This is a step in the right direction. The law should be made to include Superintendents.

The worst thing against teaching as a profession is its insecurity. A teacher or Superintendent can not select his residence as other

people do, and say here will I make my home. He is liable to be dropped at the end of any year for a trivial reason, or no reason.

This insecurity of tenure of place is driving out of the teachers' profession every year many of the most competent, because they are unwilling to run the annual gantlet for place.

With a suitable provision for the dismissal of a teacher at any time for incompetency or immorality, there is no reason why competent tried teachers should not be elected "during good behavior."

Under this regulation it would be a little more trouble to get rid of an incompetent teacher, but the compensating good to the competent masses demands that the change be made.

A MUNIFICENT LEGACY.

The late John Brewster, of Boston, has left a fortune of nearly a million dollars which is to be devoted to the establishment of "Brewster's Academy," to be located in his native town, Wolfboro, situated on Lake Winnepesaukee. A public library, reading room, lecture hall, etc., are provided for. Ultimately the annual income will be about \$50,000.

Why do not more rich men in some such way perpetuate not simply their name, but their usefulness? Or, *still better*: Why do they not use their money in such enterprise while living, and thus enjoy, in this life, the fruits of their generosity? To hold on to money till one is dead and can't use it any longer, robs benevolence of half of its virtue.

ANOTHER CENTENNIAL EXPOSITION.

A resolution has been introduced in the United States Senate by Senator Gorham looking to the celebration at Washington, in 1889, of the centennial anniversary of the formation of the government under the Constitution, and of the *four hundredth* anniversary of the discovery of America in 1492.

GEMS OF THOUGHT.

Every one that flatters thee is no friend in misery.—*Barnfield.*

"What's one man's poison
Is another's meat and drink."

What is becoming is honest, and whatever is honest must always be becoming.—*Cicero.*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

— “Know then this truth, (enough for men to know,)
Virtue alone is happiness below.” —*Pope*.

O that men should put an enemy in their mouth to steal away their brains.—*Shakespeare*.

(No abilities, however splendid, can command success without intense labor and persevering application.—*A. T. Stewart*.

/ Be noble! and the nobleness that lies in other men, sleeping, but never dead, will rise in majesty to meet thine own.—*Lowell*.

“For forms of government let fools contest;
Whate’er is best administered is best.
For modes of faith let graceless zealots fight;
His can’t be wrong whose life is in the right.” —*Pope*.

LUCK AND LABOR.

Luck doth wait, standing idly at the gate—
Wishing, wishing all the day;
And at night, without a fire, without a light,
And before an empty tray,
Doth sadly say,
“To-morrow something may turn up;
To-night on wishes I must sup.”

Labor goes plowing deep the fertile row,
Singing, singing all the day;
And at night, before the fire, beside the light,
And with a well-filled tray,
Doth gladly say,
“To-morrow I’ll turn something up;
To-night on wages earned I’ll sup.”

Among the pitfalls in our way,
The best of us walk blindly;
Oh, man! be wary, watch and pray,
And judge your neighbor kindly—
Help back his feet if they have slid,
And count him still your debtor—
Perhaps the wrong he did
Has made yourself the better.

MISS MARY E. WARNER has been teaching a primary select school in Danville for the past six years. A local paper in noticing the recent closing exercises says of Miss Warner: “She is the best primary teacher we have ever had in Danville.”

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QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR JUNE.

[These questions are based on the Reading Circle work of last season.]

WRITING AND SPELLING.—The penmanship shown in the manuscript of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—Select any five questions. 1. What is the distinction between judgment and reasoning?

2. What is the function of oral reading? Of silent reading?

3. What objects does concert reading aim to secure? To what abuse is it liable?

4. What is the reason for teaching in geography the immediate surroundings?

5. What should be the order of teaching mathematical, political and physical geography? Why?

6. In what studies in the common school course is the imagination most frequently exercised?

ENGLISH GRAMMAR.—1. When several nouns modify the same noun and denote separate possession, how is the possession indicated?

2. Cæsar were no lion *were* not Romans hinds. *Goes* Duncan hence to-morrow? What is the tense of each of the italicised words? Give the time expressed by each.

3. In what mode is the verb in each of the above sentences? Why?

4. How are adjectives and adverbs alike? What is the chief difference between them?

5. Colonel Fremont rode *eight hundred miles* in eight days. What is the use of the italicised phrase?

6. Analyze: The castle clock had told midnight, when a soft strain of music stole up from the garden. Parse *had told* in the above sentence.

7. Correct the following, assigning reasons: (a) Where is he going to? (b) I have been in town yesterday. (c) Whom say ye that I am?

8. The boy is running *wild*. The boy is running about *wildly*. Why is the adjective used in one sentence and the adverb in the other?

9. What is the essential difference between a simple and a compound relative pronoun?

10. The *blue* sky is above us. *Ten* summers had passed by. How does each italicised word modify its noun?

HISTORY.—Give an account of the settlement of the New England colonies, taking into consideration the causes that led to the settlement of each, and the effects of these causes upon the subsequent character of the people and State. Answer not to exceed four pages.

PHYSIOLOGY.—Describe in detail the organs of digestion in man; the digestive fluids and the function of each; and trace some common article of food from the mouth till its constituents find place in the system.

READING.—1. How much time should be spent in the preparation of the reading lesson, as compared with the arithmetic lesson, (1) in the primary class, (2) in the intermediate class, (3) in the advanced class?

2. Name three prominent methods of teaching primary reading and discuss the advantages and disadvantages of each.

3. Name three things concerning a lesson that the pupil should be able to do before attempting to read it aloud.

4. What process do you pursue in teaching children the use of the dictionary?

5. (a). Name three periodicals of a juvenile character, published in the United States, that you consider proper to be placed in the hands of young people?

(b). How much attention should be paid to elocution in the ordinary reading lesson? Give reasons for your answer.

ARITHMETIC.—1. A lady distributed \$231.00 among the poor, giving $\$28\frac{7}{8}$ to each person; how many were there? What is analysis in arithmetic?

Ans; 5. anal. 5.

2. $\frac{12\frac{1}{2}}{41\frac{2}{3}} \times \frac{3\frac{7}{8}}{6\frac{1}{5}}$ Reduce to lowest terms.

When are numbers prime to each other?

6; 4.

3. The circumference of the fore wheel of a wagon is 12.75 feet, and of the hind wheel 14.25 feet; how many revolutions does one make more than the other in going a mile?

10

4. $(789 - .789) \div (.75 - .075 \times .75 \text{ of } 8.)$ Reduce to simplest form.

10

5. Mr. A's income averages 4 cents a minute; what will be the amount during the three summer months?

10

6. What is the value of $\frac{2}{3}$ of a mile in integers of a lower denomination?

10

7. What will 13A., 2R., 35P of land cost, at \$17.28 per acre?

10

8. How much will be due July 1, 1885, on a note for \$1,000, dated June 16, 1882, interest payable annually at 7 %.

10

9. Extract the square root of .065536. 10
10. What is the entire surface of a cube whose cubical contents are 91125 cubic feet? 10

GEOGRAPHY.—1. Give the boundaries of Russia. Name its three chief productions. What is peculiar about the domestic commerce of Russia?

2. Draw a map of New York, showing the Hudson River, the Mohawk, the Adirondack Mountains and the Catskills.

3. Give an idea of the climate and agricultural products of Australia.

4. Name five of the most important cities of British America and tell one important fact about each.

5. Give briefly the physical characteristics of Scotland, and show what bearing, if any, these have on the character of the Scotch people.

6. Name all the countries of South America that do not touch Brazil: two products of the Argentine Republic.

7. In what direction is Berlin from Madrid? Dublin (Ireland) from St. Petersburg? Cincinnati from Detroit? Rio Janeiro from Paris?

8. Indicate the tobacco and hemp regions of North America. Same of rice, cotton and wheat.

9. Locate St. Paul, Pekin, Brussels, Vienna and Marseilles, stating one important fact about each.

10. Explain what is meant by zones, meridians, polar circles, parallels, and tropics.

ANSWERS TO PRECEDING QUESTIONS.

GRAMMAR.—1. By annexing the apostrophe and letter "s" to each of the modifying nouns.

2. *Were* expresses present time, but is *past tense* in form.

Goes is present tense in form, but expresses *future time*.

3. *Goes* is in the indicative mode, because it inquires about a fact; *were* is in the subjunctive mode, in a conditional clause, and implies that the statement is contrary to fact.

4. Both *add* something to the meaning of the words which they qualify, and both admit of comparison; but adjectives qualify nouns and pronouns, while adverbs qualify verbs, adjectives, and other adverbs. An adverb is also often used as a connective.

5. It is an adverbial modifier denoting distance, and limits the verb *rode*.

6. This is a complex declarative sentence, of which "The castle clock had told midnight" is the principal clause, and "when a soft strain of music stole up from the garden" is the subordinate clause. The conjunctive adverb *when* is the connective; *stole* is modified by the adverb "up," and also by the prepositional phrase "from the garden," &c.

Had told is a verb, irregular, transitive, active voice, indicative mode, past perfect tense, third person and singular number, to agree with its subject, clock, &c.

7. *a.* "Where is he going?" *Where* means to "what place," and consequently "to" is superfluous.

b. "I was in town yesterday," the statement of a past fact.

c. "Who say ye that I am?" *Who* is predicate with *am* and should be in the nominative case.

8. The first describes the noun *boy*; the second describes the action of the verb.

9. The simple relative has its antecedent expressed in the same sentence. The compound relative involves the antecedent in itself.

10. The first is a descriptive adjective, telling *what kind* of sky. The second is a definitive numeral adjective *limiting* the noun *summers*.

GEOGRAPHY.—1. (*a*) Russia is bounded on the north by the Arctic Ocean; east, by the Ural Mountains and Caspian Sea, separating it from Asia; south, by the Caucasus Mountains and the Black Sea; west, by the Austro-Hungarian Monarchy, the German Empire, Baltic Sea, Sweden and Norway. (*b.*) Wheat, hemp and flax. (*c.*) Much of the domestic commerce of Russia is carried on by means of fairs, which are frequented by traders from all parts of Europe and Asia.

3. In the northern part of Australia the climate is exceedingly hot: in the interior dry. The trees, mostly evergreens, from the peculiar habit of the leaves, which turn their edges to the sun, afford little shade. The native plants are seldom suitable food for man, but wheat, maize, the vine, sugar-cane and tropical fruits have been successfully cultivated. Cotton is also raised.

4. *Ottawa* is the capital of the Dominion of Canada, and contains the government buildings. *Quebec* is the oldest city of Canada, and is a great lumber mart. *Montreal* is the largest city of Canada, and is distinguished for its handsome churches. *Halifax*, the capital of Nova Scotia, has one of the best harbors in the world. *Victoria*, on Vancouver Island, is the capital of British Columbia.

5. Scotland is a rough, mountainous country, consisting of the Highlands in the north, and in the south the Lowlands, which are only less rugged, yet still hilly. The mountaineers have always been distinguished by their courage, fortitude, and love of liberty. They are clannish, a spirit attributable largely to the narrow sections formed by the crossing of the hills. The barren soil, making it difficult of cultivation, has fostered habits of industry and frugality.

6. (*a.*) Patagonia and Chili. (*b.*) Wool, hides, tallow, sheepskins.

7. Berlin is northeast of Madrid; Dublin is southwest of St. Petersburg; Cincinnati is southwest of Detroit; Rio Janeiro is southwest from Paris.

8. The hemp and tobacco regions of North America are chiefly in the central part of the Mississippi basin, and east of the Appalachian Mountains, in the States of Virginia and North Carolina. The great rice region lies along the Atlantic coast in the Carolinas and Georgia. Cotton grows in the States bordering on the Gulf of Mexico and the South Atlantic States. Wheat grows abundantly in the North Central United States, extending into the British Province of Manitoba. It also grows in the valleys of California and the Columbia River.

9. St. Paul is the capital of Minnesota, and is situated in the southeastern part of the State, on the Mississippi River. Peking, the capital of the Chinese Empire and the largest city of Asia, is situated in the northeast part of China. Brussels, the capital of Belgium, and a great manufacturing center, is in the central part of that country. Vienna, the capital of the Austro-Hungarian Monarchy, is situated in the western part of Austria, on the Danube. It is the third city of Europe in population. Marseilles, in the southern part of France, on the coast of the Mediterranean, is the chief commercial city.

10. Zones are climatic belts upon the earth's surface. Meridians are great circles extending north and south, and marking divisions of longitude. Polar circles are parallels, $23\frac{1}{2}^{\circ}$ from the poles, marking the farthest limit of the sun's illumination. Parallels are small circles extending east and west around the globe, and used to mark divisions of latitude. The tropics are parallels $23\frac{1}{2}^{\circ}$ on each side of the equator, marking the limits of the sun's vertical illumination.

SCIENCE OF TEACHING.—1. Judgment is a process of direct or immediate comparison; reasoning is a process of indirect or mediate comparison. Judgment deals with only two objects of thought. Reason deals with three objects of thought. Judgment employs only one proposition; reasoning employs three propositions. Judgment compares only objects of thought or ideas; reasoning may be regarded as comparing judgments as well as ideas. One infers from a comparison of objects or ideas; the other infers from a comparison of relations.—*Brooks*.

2. To express the thoughts and feelings of the printed page in such a way that the listener may get it.

To interpret the thoughts and feelings of the printed page.

3. Correct articulation, correct pronunciation, good tone of voice, good expression.

The weaker pupils are liable to depend on the stronger ones. They are, therefore, liable to read without getting the proper thought.

4. To enable the pupil to comprehend things he can not see by means of maps and printed language.

5. No one of these can be taught with profit, exclusive of the others, to children. In local geography all three are used.

Geography and history.

ARITHMETIC.—1. $\$231 \div \$28\frac{7}{8} = 8$. 8 persons. Ans.

Analysis is the process of separating a problem into its elements to find the value of some number sought.—*White*.

$$2. \frac{2^2}{12^2} \times \frac{2^1}{2} = \frac{2^3}{12^2} \times \frac{2^1}{2} = \frac{2^4}{12^2} \times \frac{2^1}{2} = \frac{2^5}{12^2} \text{ by cancellation.}$$

• When no number except one will divide each of them.

$$3. 5280 \text{ ft.} + 12.75 \text{ ft.} = 414.117 + .5280 \text{ ft.} + 14.25 \text{ ft.} = 370.526 + .414.117 \text{ Rev.} = 370.526 \text{ Rev.} = 43.591 \text{ Rev.} \text{ Ans.}$$

$$4. 789 - .789 = 788.211; .075 \times .75 \times 8 = .45; .75 - .45 = .3; 788.211 + .3 = 262.737. \text{ Ans.}$$

$$5. 30 \text{ da.} + 31 \text{ da.} + 31 \text{ da.} = 92 \text{ da.}; 60 \times 24 \times 92 = 132480 \text{ min.}; 132480 \times .04 = \$5299.20. \text{ Ans.}$$

$$6. \frac{3}{8} \text{ of } 8 \text{ fur.} = 5\frac{1}{2} \text{ fur.}$$

$$\frac{1}{2} \text{ of } 40 \text{ rds.} = 13\frac{1}{2} \text{ rds.}$$

$$\frac{1}{2} \text{ of } 5\frac{1}{2} \text{ yds.} = 1\frac{1}{4} \text{ yds.}$$

$$\frac{1}{2} \text{ of } 3 \text{ ft.} = 2\frac{1}{2} \text{ ft.}$$

$$\frac{1}{2} \text{ of } 12 \text{ in.} = 6 \text{ in.} \text{ Ans.—} 5 \text{ fur. } 13 \text{ rds. } 1 \text{ yd. } 2 \text{ ft } 6 \text{ in.}$$

$$7. 35 \text{ P.} + 40 = .875 \text{ R.}; .875 \text{ R.} + 2 \text{ R.} = 2.875 \text{ R.}; 2.875 \text{ R.} + 4 = .71875 \text{ A.}; 13.71875 \text{ A.} \times \$17.28 = \$237.05.$$

$$8. 1885-7-1$$

$$1882-6-16$$

3—0—15 time to run. $\$1000 \times .07 = \70 interest due annually. $\$70 \times 3\frac{1}{4} = \212.917 , total annual interest due at maturity. The first annual interest draws interest for 2 yr. 15 da.; the second, for 1 yr. 15 da.; the third, for 15 da. The sum of the foregoing is 3 yr. 1 mo. 15 da. $= 3\frac{1}{4}$ yr. $\$70 \times .07 \times 3\frac{1}{4} = \15.312 interest on annual interest. $\$212.917 + 15.312 = \228.229 . Ans.

$$9. \sqrt{.065536} = .256.$$

$$10. \sqrt[3]{91125} = 45.$$

$$45 \times 45 = 2025 \text{ sq. in. in one surface. } 2025 \times 6 = 12150 \text{ sq. in.} \text{ Ans.}$$

PHYSIOLOGY.—The organs of digestion in man are the teeth, mouth, salivary glands, oesophagus, stomach, intestines, liver, pancreas. To "describe these in detail" would require the writing of a small book. Part of them take part directly, and part indirectly, in the process of digestion. The digestive fluids are the saliva, mucus, gastric, intestinal and pancreatic juices, and the bile. The first mentioned moistens the food, brings out the savor, changes certain starch substances to sugar, and facilitates swallowing. The second also facilitates swallowing and is supposed to take a slight part in producing chemical change in the food. The third, unlike the saliva, is an acid and produces fermentation in the stomach. The pancreatic juice is an alkali and continues the action on starches begun by the saliva but checked by the

gastric juice. It also aids the bile in the emulsion of fats. Besides the function just named, the bile is thought also to have the property of stimulating the intestinal muscles.

The steps through which a particle of food passes in reaching cells which it is to nourish are prehension, chewing, insalivation, swallowing, chymification (possibly absorbed by the blood vessels from the walls of the stomach), chylification, absorption (*a.* by lacteals, or *b.* by veins), in the latter case of absorption portal circulation, hepatic purification, etc., venous circulation to the heart, thence arterial to the lungs, thence venous back to the heart, thence arterial till, by exosmosis, the fluid passes through the walls of the capillaries and bathes the cells to be nourished by it.

READING.—1. No positive rule can be laid down in such a matter. The character of the lesson, its relative value, its difficulty, etc., may vary the time to be given to it in either case. It should be considered, however, that correct reading lies at the basis of all accurate study, and that, without knowledge of its language, no branch of the school course can be studied to advantage. Reading, therefore, is a door-way to every subject; Arithmetic to a particular line of subjects. If all language work is to be included under the term "Reading," then this branch should have more time in the primary and intermediate grades, and fully as much in the advanced class as Arithmetic. This opinion includes both preparation and recitation.

2. Three prominent methods of teaching primary reading are the alphabet, the word, and the combined methods. The advantages of the *alphabet* method are that it requires little effort on the teacher's part, it gives the pupil the names, the form and the order of the letters, and it is "the way our fathers did;" the disadvantages are that it goes from the unknown to the known; that it is largely a meaningless and, therefore, an uninteresting process to the child; that it goes upon the false basis that a word is a synthesis of its letters; that it requires more time than is necessary, etc. Of the *word* method some advantages are that it proceeds from the known to the unknown; that it is analytic; that it has interest to the child from the first, because he sees some end aimed at; that the name, the form and the idea have a close association, etc. Some disadvantages are that the sounds are frequently not accurately learned; that the letters are not necessarily associated with the sound; that the idea is obscured rather than revealed by the words as learned; that it is incomplete, etc. The advantages of the *combined* method are that it supplements all the weak points of one method by the strong ones of another, and thus makes the complete process.

3. Recognize the words; be able to pronounce them promptly and accurately; realize the thought and the sentiment intended to be conveyed.

4. Several. It may in general be stated that, before a pupil can use the dictionary intelligently, he must be acquainted with the diacritical marks and their force, and he must understand that the meaning of the word is not to be obtained from the dictionary alone, but also from its context. A good method with pupils somewhat advanced is to require them to rule foolscap paper (sewed together and opened with the double-page) so as to have three spaces: one for the words, to be spelled as dictated; the second, for a definition of the word spelled; the third, for a sentence containing the word *with the meaning as defined*.

5. (a.) *The Picture Gallery*, Chicago, Ill., 75c.; *Home and School Visitor*, Greenfield, Ind., 75c.; *The Youth's Companion*, Boston, Mass., \$1.75.

(b.) This depends upon what is meant by "elocution." In the proper sense of that term, including vocal culture, emphasis, position, expression, etc., a fair amount of time should be apportioned, because it gives culture to the child and enables it to afford pleasure to others. But mechanical expression should not take the place of true silent or oral reading.

MISCELLANY.

THE American Association for the Advancement of Science will be held at Buffalo, N. Y., August 18-24.

MISHAWAKA.—The high school gave a concert June 10, and thereby cleared \$35.15, with which books are to be bought to add to the library. The schools closed in good condition.

THE State of Pennsylvania is divided by law into *thirteen* normal school districts, and in ten of these State Normal Schools have been established. This fact is stated for the benefit of those persons who seem to think it a "*burden*" for Indiana to support *one* such school.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION was held at Lake Maxinkuckee June 29, 30, and July 1, and the very full and excellent program published in the Journal was carried out with but few changes. The papers were all good—much above the average for such an occasion. The attendance was double that of any previous meeting. D. D. Luke, Chairman of the Executive Committee, had everything in readiness, and President Swartz carried out the program with dispatch, and everybody was pleased. The officers elect are:

President, D. D. Luke, of Ligonier; *Vice-Presidents*, Isabel Burk, of Michigan City, and Emma Chandler, Goshen; *Secretary*, J. C. Black, Logansport; *Treasurer*, A. J. Whiteleather, Bourbon. *Executive Committee*, John P. Mather, Warsaw, *Chairman*; E. W. Wright, Kendallville; E. B. Myers, Elkhart; Lottie Armstrong, Plymouth; Clara Stevens, Valparaiso.

The place of next meeting was not decided, but left to the Executive Committee to determine. If the hotels could be induced to give teachers reduced rates, as they could well afford to do when they come in large numbers, and if a good hall in which to meet could be provided, a better place than Maxinkukee could not be found.

THE STATE SUPERINTENDENCY.

The two leading political parties will soon hold their conventions, and among other State officers will nominate candidates for Superintendent of Public Instruction. The Journal biennially says its little piece on this question. It believes strongly that the person who fills this office should be a recognized leader in educational matters—one in whom the teachers have confidence, and one against whose moral integrity no word of unfavorable criticism can be justly made.

The Journal believes that the teachers themselves should have much to say in determining who these candidates shall be, and they can have if they choose. If teachers will see the delegates to the convention they can exercise a potent influence. The delegates who do not, as a rule, know the candidates, will be glad to take the suggestions of a teacher who does know them.

The candidates so far as known to date are:

Democratic: John W. Holcombe, present incumbent. Mr. Holcombe is now serving his second term, and is candidate for the third. He has filled the office with credit to himself and the State, and now has the cordial support of hundreds who opposed his first election.

Andrew J. Sweeney, Superintendent of Dubois county, is also a candidate. Mr. Sweeney has been an active school man for fifteen years, and is serving his second or third term in the office he now holds. He ranks among the best of the County Superintendents, and is a self-made man. He has energy, perseverance, and an unblemished moral character, all essential qualifications to this responsible office.

The name of D. D. Luke, Superintendent of the schools of Ligonier, has been frequently mentioned in connection with the place, but the Journal understands that Mr. Luke is *not* a candidate.

Republican: Scott Butler, Professor of Latin in Butler University, is a candidate. He was educated in the institution with which he is now connected, and has served in his present capacity for many years. He has added to his education and experience by foreign travel. He has ample scholarship, and was a soldier in the late war.

J. M. Olcott, late editor of the *Educational Weekly*, and late Superintendent of the Greencastle schools, is a candidate. As he is known in every part of the State, he needs no introduction on the part of the Journal. He has visited and done institute work in nearly every county in the State, and his energy and ability are unquestioned.

John P. Mather, Superintendent of the Warsaw schools, has entered the lists. He has held his present position for several years past, and his schools are among the best in the State. His long experience has given him familiarity with the details of school work, and he has the required energy, application, good judgment and unquestioned character required in this office.

Harvey M. LaFollette, Superintendent of Boone county, has announced his candidacy. He is serving his second term, and is one of the leading Superintendents in the State. He is perhaps the most scholarly man in the field. He speaks and writes five different languages, and has studied several others. He spent some three years abroad studying, and owns one of the best private libraries in the State. He is a hard worker, and usually accomplishes whatever he undertakes. His county work is in good condition.

E. E. Smith, late Professor in Purdue University, has been named frequently in the papers, but whether or not he is a candidate the Journal is not informed. He is extensively known, and his scholarship and ability are unquestioned.

If there are other candidates the Journal has not learned of them.

DEPARTMENT OF PEDAGOGICS IN INDIANA UNIVERSITY.

A circular has been sent out containing the following:

(A course in the "Science and Art of Teaching" has been provided in the Indiana University.)

The attention of advanced college students (Juniors and Seniors), of teachers of some experience who wish to make a formal, methodical study of Pedagogics, and of such others as in the judgment of the faculty have sufficient preparation and maturity for it, is called to the new course.

(The department designs first, and chiefly, to meet the demand for well-prepared teachers for the higher positions in the public schools and colleges. Its aim, second, is to dignify and rationalize the professional aspect of teaching.)

To this end, supplementary to the regular course in Philosophy, a course will be offered in applied Psychology. A study will be made of the Principles of Teaching, the data and methods of Educational Science, the nature of courses of study, school supervision, management, and the aims and ends of the school service. This will be strengthened in its order by a careful study of methods and theories historically.

This department aims to meet a want which is seemingly well-defined. It will not trench on any ground now occupied by any agency for the preparation of teachers. R. G. Boone is at the head of this department.

THE FARMER'S LIFE.

The farmer leads no E Z life;
 The C D sows will rot;
 And when at E V rests from strife
 His bones all A K lot.

In D D has to struggle hard
 To E K living out;
 If I C frosts do not retard,
 His crops there'll B A drought.

The hired L P has to pay
 Are awful A Z, too;
 They C K rest when he's away,
 Nor N E work will do.

Both N Z can not make to meet,
 And then for A D takes
 Some boarders who so R T eat
 & E no money makes.

Of little U C finds this life;
 Sick in old A G lies,
 The debts he O Z leaves his wife,
 And then in P C dies.

—*Selection.**LIBERAL OFFER OF WABASH COLLEGE.*

At the annual meeting of the Board of Trustees of Wabash College, held June 15, 1886, it was ordered by the Board that a free scholarship in this college, including the Preparatory Department, be awarded to each male graduate of good character from any High School or Classical School in Indiana, who, at his graduation, shall receive from the Superintendent or proper officer of the school a certificate that he is the best male scholar of his class. The holder of such scholarship shall be exempt from all college charges, including tuition fees, incidental and laboratory expenses.

IN MEMORIAM.—Luther C. Frame was born in Noble county, Ohio, April 17, 1856, and died near Solsberry, Green county, Indiana, July 14, 1886. He was always a diligent student, being noted when a boy for the readiness with which he learned. He graduated from the State University in 1882, making an excellent record as a student. He taught one year in the New Albany High School, and was re-elected at an increased salary, but resigned to take the position of Principal of the Bloomfield School, which he held till his death. In March he returned home, feeling that he must rest. He was soon

seized with typhoid fever, but when the fever had been broken, did not regain strength, and grew weaker till his death. He was a most excellent man, a very successful teacher, and a true Christian.

In the death of Mr. Frame the cause of education and the cause of humanity suffer, for his life was so pure and noble and his ambitions so high and worthy that he would always be what he always had been—an inspiration to all who came under his influence.

PERSONAL.

E. M. TEEPLE takes the Charlestown schools.

M. F. RICKOFF takes charge of the Tipton schools next year.

F. T. MILLER will be principal of Amsterdam schools next year.

GEO. W. POWLES will remain in charge of the Mishawauka high school.

R. J. ALEY, of the State University, will take the Spencer high school.

ELIAS BOLTZ has been re-elected Superintendent of the Mishawauka schools.

C. L. HOTTEL and D. H. Branaman held a very successful normal at Brownstown.

J. W. WILEY, a State University graduate, is Principal of the high school at Lebanon.

SARAH E. TARNEY has been elected for the third time Principal of the Bourbon high school.

A. J. WHITELEATHER has been re-elected for the third time Superintendent of Bourbon schools.

LINNEUS BALDWIN, an Earlham graduate, has been elected Principal of the Thorntown schools.

DR. ERASTUS TEST has been elected Principal of the Union High School of Plainfield for three years.

J. C. EWING is employed to superintend the teaching of vocal music in both South Bend and Mishawauka.

C. W. MCCLURE has resigned his charge of the Mitchell schools to accept the Superintendency at Brookville.

JOHN P. MATHER is to continue in charge of the schools at Warsaw. He has been doing some praiseworthy work.

PROFS. REDDICK and Rubelt are conducting a normal at Winamac. They have a large attendance and are doing good work.

MARGARET M. HILL, a State Normal graduate, has been for the third time elected principal of the Rensselaer high school.

SAMUEL E. HARWOOD has been re-elected Superintendent of the Spencer schools at an increased salary. Served him right.

✓ MRS. ANNA E. H. LEMON, Secretary of the State Association, has been elected for a *twelfth* year as primary teacher at Spencer.

F. W. REUBELT has been re-elected Superintendent of the Rensselaer schools, and had his salary increased from \$900 to \$1,000.

E. O. LATHAM, a graduate of Michigan University, takes the schools of Danville, Illinois, vacated by Mr. Layne, who goes to Evansville.

MISS FIDELIA ANDERSON of the Indianapolis High School, will do Institute work in grammar, composition and pedagogics this summer.

JOHN DONALDSON will continue in charge of the largest district school in Terre Haute. He has filled this place acceptably for many years.

J. L. RIPPETOE, who has just retired from the Connersville schools, had been Superintendent for seventeen years, and not nineteen years as stated.

E. H. BUTLER, for many years Superintendent at Winchester, and one of Indiana's reliable educational men, has been elected Superintendent at Connersville.

GEO. W. DELAND is engaged for a fifth year at Perryville. J. W. Perrin, formerly principal of the Newport schools, is now principal of a ward school in Danville, Illinois.

PRESIDENT JAMES H. SMART, of Purdue University, is spending his vacation in Maine. His many friends will regret to hear that he still has serious trouble with his eyes.

P. P. STULTZ has been again elected Superintendent at Mt. Vernon. Mr. Stultz has the advantage of most pedagogues in that he has his vacations provided for. He is the happy owner of two farms.

✓ MISS MARY E. NICHOLSON, Principal of the Indianapolis Training School, has been honored by an election to membership in the National Council of Education, an honor conferred upon but few women.

R. A. OGG is to continue Principal of the New Albany High School. He is spending his vacation on his farm in Green county, working himself full of that sunshine, a supply of which he always carries with him.

PROF. JOHN M. COULTER, of Wabash College, has been tendered a position in the faculty of Harvard College, Mass. This is an honor that Prof. Coulter may well be proud of whether he accepts the offer or not.

JNO. COOPER, formerly at Evansville, goes to Leavenworth, Kansas. The Journal congratulates Mr. Cooper and the good people of Leavenworth. Indiana can ill afford to lose such men, but what Indiana loses Kansas gains.

JAMES BALDWIN, Superintendent at Rushville, has been elected Superintendent at Greencastle in place of J. M. Olcott, resigned. Mr.

Baldwin stands high as a school man, and has achieved not a little reputation as an author.

A. C. GOODWIN, formerly of Indiana, now Superintendent at Owensboro, Ky., is a member of the Reading Circle Board formed recently in Kentucky. Owensboro pays a special school tax this year of 80 cents on the \$100, besides the general State and county tax.

✓ A. R. BENTON, LL. D., has been promoted to the Presidency of Butler University. He held this position many years ago, and was afterwards Chancellor of Nebraska State University for several years. President Benton is one of the most scholarly men in the State, and he is in every way qualified for the honorable position to which he has been chosen.

JOSIAH HURTY, one of Indiana's early leading teachers, but for twenty-one years past either Superintendent of the public schools or Principal of a private school, at Paris, Ill., has just been elected Principal of a college at Handsboro, Miss., and has accepted the place. Prof. Hurty recently called at the Journal office and displayed his old-time life and energy.

THE Trustees of DePauw University have done a wise thing in putting Prof. Jos. Cachart in the chair of English made vacant by the resignation of Dr. Earp. His long experience in literary analysis, the high estimate in which he holds the proper study of the best thoughts in our masterpieces of English, make him especially qualified at the outset to enter on the important work of that chair.

✓ H. B. BOISEN, for several years professor of modern languages in the State University, as will be remembered, died more than a year ago. His untimely death was mourned by his numerous friends, new and old, and every one who knew him was his friend. An appropriate monument was recently placed over his grave bearing this inscription:

.....
 *
 HERMANN BALTHASAR BOISEN,
 Late Master of
 MODERN LANGUAGES IN THE
 LAWRENCEVILLE SCHOOL.
 Born in Flensburg, Germany, Dec. 11th, 1846.
 Died Jan. 21st, 1884.

 Erected by his colleagues and pupils of the Lawrenceville School as a tribute to his worth as a man and his genius as a teacher.

 *

E. E. SMITH, Professor of English Literature in Purdue University, at the last meeting of the Board of Trustees, was, without previous notification or the assignment of any reason, removed from his place. To this proceeding Prof. Smith entered a vigorous protest and demanded an investigation. The trustees refused to institute an investigation but say: "It is proper to state that the Board did not act upon charges, and that no charges were made against you, and no

tions. Indiana teachers could scarcely read a more profitable book. It contains about 800 pages and sells at the remarkably low price of \$1.00.

This book has been adopted by the Reading Circle Board for use the coming year.

BUSINESS NOTICES.

Read the new advertisements in this number of the Journal.

SEE the advertisement of D. Appleton & Co. on another page. Their New Arithmetics are attracting attention everywhere.

BOOKS FOR THE YOUNG.—Special attention is called to the well selected list of books for young people, which may be found among the advertising pages this month, of Burrows Brothers & Co., of Cleveland, O. 5

SHORTHAND.—Teachers beginning now can learn Shorthand evenings, and be accurate writers when their term closes. Thoroughly taught by mail. 8-2t A. O. RESER, LaFayette, Ind.

TEACHERS WANTED!—Of all kinds. Principals, and Assistants; also several for Art, Music, etc. Application-form and information free. Address: THE CORRESPONDENCE UNIVERSITY, Chicago, Ill. 5-17

1001 QUESTIONS AND ANSWERS on Theory and Practice of Teaching. Also, similar books on U. S. History, Geography, Grammar and Arithmetic. Cloth. Price, 50 cents each, or the five books for \$2.10 Circulars free Address the publisher. B. A. HATHAWAY, Lebanon, Ohio.

GET THE BEST.—Barnes' New National Readers, 5 books; Barnes' New Geographies, 2 books; Barnes' New Copy-Books, 6 books; Ward's Letter and Business Forms, 4 books; Barnes' New Primary History U. S.; Barnes' Brief History U. S., revised; Barnes' Short Studies in English. Cyrus Smith, agent, Indianapolis, Ind.

WATERMAN'S IDEAL PEN.—This is a fountain pen arranged to write with ordinary pen points. Any good writing fluid can be used. You can be suited as to flexibility of pen. The barrel of the pen will hold ink enough to write from ten to forty hours continuously, depending on size of barrel. This is the first "fountain pen" that the editor of this paper has ever tried that he could heartily recommend. For particulars address the Ideal Pen Co., 155 Broadway, N. Y.

DEPAUW NORMAL SCHOOL.—This is the second year of this young and vigorous school. Last year it enrolled ninety-one students, besides twenty-three in the college-class in didactics. All who have examined the work speak well of it for thoroughness and efficiency. Expenses are low. Tuition is free, the only charge being an incidental of \$5.25. DePauw Normal School, from its being part of a University offers many advantages not found elsewhere. The large library, the lecture course, embracing many persons of note, and a residence in a college community, are all educational means not enjoyed in any other Normal School in this locality. See the advertisement of the school. Fall term begins September 15. Address for information, S. S. Parr, Greencastle, Indiana.

A PRIZE Send six cents for postage, and receive free, a costly box of goods which will help all, of other sex, to more money, & get it away than anything else in this world. Fortunes await the worker sure. Terms mailed free. TRUS & CO., Augusta, Maine. 11-17

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THE USE OF BOOKS AS A BRANCH OF EDUCATION.

FRANCES C. SIMPSON, PRIN. HIGH SCHOOL, JEFFERSONVILLE, IND.

TO keep the true end of school education before us, and to know what truth is *not* as well as what it *is*, should be a teacher's chiefest aim and greatest privilege; for to discriminate the right as older judgment can—to lead the young as experienced minds must, to uphold the good, the beautiful, the true, as faithful teachers should—are responsibilities of gravest import.

That the standard is often lowered can not be denied—that the *true* trails in the dust, because teachers are ignorant or careless—is a candid acknowledgment.

Many of us look with pride upon the graduate who has climbed to the top of the citadel of a public school education, after years of exhausting labor. He looks down not “upon a vision—an anthem cut in marble, a poem wrought in stone”—but upon wavering ambitions traced in shifting sands—principles laid in crumbling foundations. Such is a common experience of the many graduates, and as the cultivated times again and again demand of them more than they can give, they sadly ask, “Whose fault is this? Where is the power my education should give me?” We, as teachers, excuse ourselves when this question comes to us, and answer, “We have neither time nor materials to build such an edifice. Surely the fault is not with us.” Twenty-five thousand books are published annually. Half of these, at least,

are worthy of attention; but to many teachers these wonderful instruments lie closed—unknown, unappreciated, dead—

“For the structure that we raise
Time is with materials filled.”

When the self-excusing teacher has awakened to the fact that upon the pages of *books* is knowledge which is the source of all power, then will he be able to inspire his pupils with a desire for this knowledge—then will he have placed the child's feet upon the highway that leads onward and upward to strength and power.

Great writers are great thinkers. They are representatives of the human race, who have put themselves in print—have given their best thoughts to succeeding generations. Victor Hugo has said, “Every man who writes a book, that book is himself. Whether he knows it or not—whether he wishes it or not—it is so. From every work whatever it may be, mean or illustrious, there is shaped a figure—that of the writer. It is his punishment if he be small, it is his recompense if he be great.” Shakespeare, Milton, Scott, Carlyle, Emerson, and a host of immortal minds pass in review before us!

What a knowledge of the human passions one would have, had he but grasped the powerful delineations of character of even one of these writers! What have you given the child when you have placed in his hand an open book, and your own personal enthusiasm, urging him to study its pages, to love its writer? What have you done for him when you have inspired him with the love for knowledge, with the power for self-help, with a taste for reading good books? Leave that for eternity to answer. Suffice it to say you have placed him where God intended he should be.

It is a teacher's duty to be sufficiently familiar with books to use them intelligently. The real value of a book is in the service it renders a person. He may know his text-books—have them; “conned and set in a note-book,” ready at his beck and call—but if his knowledge of books extends no farther, surely the most essential part of his education is being neglected.

There is a deplorable lack in most persons in knowing how to

select from books what they want. They stand among well-filled shelves, as if they were in the presence of a thousand voices, each one proclaiming its merits, as the hackman at the depot gives his reasons why you should take his coach in preference to the others. The reader and the traveler alike stand confused, unable to choose. To know books as you know your friends, to love them as well, to turn to them at all times, and find on their pages rest and comfort—surely these are the marks of a genuine scholar. Gibbon, the historian, has said, “A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies.”

To combat trifling, frivolous reading, to be constantly a vigilant guard against light profitless reading, are duties too clearly known to even need discussion. The extreme carelessness and willful ignorance in these matters are appalling, and the wasteful extravagance of precious time should receive our greatest condemnation. Teachers can do much in crushing these growing evils that follow in the wake of the wide-spread cheap publications, and in the growth of the abnormal taste of the young to devour books indiscriminately. The pernicious effects of novel-reading, and that of the trashy weekly papers, call the more loudly upon us as conscientious teachers, as moral instructors, that we teach the child to select for himself such reading as will prove of everlasting good, instead of everlasting evil.

This part of a child's education is usually very much neglected at home. The taste for reading good books, and the reading habit, must be developed, just as a child is taught good manners by a constant repetition of that which is pleasing. Too many parents pay no attention whatever to the boy's reading, while they clothe and feed his body with great care. We may not expect, in general, that a child will learn the selection and use of books at home. The average young lady, who perhaps is a graduate of some school, is so much occupied with society and the numerous crazes of the day, that she deems good books of minor importance. The average young gentleman is even less inclined than she to read systematically and with a purpose.

We can not depend upon those who have reached mature age

for the advancement of this branch of education. If they have not been taught while young to glean from these great storehouses of literary and scientific information, we can not hope for it when they are old.

Where then rests this great responsibility of turning and keeping this current in the proper channel? Upon the public schools—upon the teacher—upon him who has drunk deep draughts of these eternal fountains of pure water.

Many and varied excuses may have arisen in your minds as to the possibility of the public schools teaching other things than the required branches. You may plead the lack of books, their cost, no money, the time required for collection, etc. True, in this state there can be a tax levied that would secure to every school in a corporate town and city a library. The public, however, is not educated up to a willingness to pay this tax, and we go without books.

Will you allow a chapter from my own experience for an answer to objections? Fifteen months ago there was one book in the high school library of Jeffersonville, Ind.—Webster's Unabridged Dictionary! For a month or two the teachers carried books back and forth from their own libraries, and made raids on the library of the Supt., which was in his office. The teacher of the rhetoric class of the first year, Miss Anna Miller, inspired her pupils to search books at home or anywhere, for desired information in the works and biography of Longfellow and Whittier. Soon the question came, "Why can we not buy books for our own?" The answer was, "You can." A fund was then and there started called the Library Fund—pennies and nickels, perchance—but it grew to dollars. The subject was never allowed to lag in interest. As the sum accumulated it would be written on the board in large letters—\$3.00, \$3.13, \$5.00, etc. In January Lippincott's Biographical Dictionary was purchased. It was inscribed to this class. Some shelves were made, and over them the inscription, "Founded by the First Year Class, Jeffersonville High School—1884-85." One book on the shelves, but not for long. The other classes wanted to help—then a half dozen books. The tastes of the older classes needed elevating.

The Second Year Class purchased a circulating library for the Rhetoric work. Each contributed 35 cents, and sketches from the works of Holmes, Emerson, Whittier, Longfellow, Bryant and Lowell, etc., were bought. Twenty-five books! Twenty-five weeks to each theme! Half of them had not been read until we saw improvement.

To-day these boys do not carry trashy literature in their pockets, but prefer better books. At the close of the year each pupil was given a book—nothing lost, but what was gained? A constant demand for books from the Rhetoric and Literature Classes allowed us to urge our fund. The Alumni contributed many valuable books—an Emerson lecture, on Emerson's birth-day, with \$10.00 in the fund. The regular work of the Rhetoric Class, given on the evening of Whittier's birth-day, with \$35.00 added to the fund. Each class had a fund, and each tried to do the most. One day an inspiring talk on books—10 cents laid on the desk as a start—pupils rising from their seats with their small sums in their hands, coming forward and adding that to the heap—enough to buy five books, that day.

These are but some of the means to get money, and the whole was so free and generous there was never a murmur. To-day there is a splendid reference library for historical and literary work of 200 volumes, including a set of Encyclopedia.

The good results of this library are beyond our calculation. The pupils guard these books with peculiar love and care. They can tell you much of their contents. This is the one part of the two years' work that makes the heart glad above all the rest, for the good is permanent. How criminal is indifference to a subject that involves the highest interests of mankind, that fits the pupil to successfully meet the exigencies of life? Turn to your books, you who have neglected them long! You will be made wiser and better, more sympathetic, more appreciative—your thoughts will be widened, your narrowing ruts broken—the great soul of humanity will touch your responsive life; and when you have taught this to those under your care, you have fulfilled the greatest mission destined for you by the Creator of the universe.

JOURNEYS ON MAPS.

ESSE BISSELL DAKIN.

IN how many of our schools will we find pupils preparing geography lessons in this way? The lesson assigned is certain questions on the map of the United States. The pupil reads the question, "Where is Boston?" The forefinger is placed upon the map at random and moved up and down, right and left, in quest of Boston, the pupil meanwhile repeating to himself the name sought. At last it strikes his eye and he rests his finger upon the word while he repeats "eastern part of Massachusetts" a sufficient number of times to impress the fact upon his mind.

"Where is San Francisco?" Taking the 'dot' representing Boston as a starting point, the finger sets out again on its search and travels over the map until San Francisco is found. And when found what is it? When the name is pronounced in class of what does the child think? In ninety-nine cases out of a hundred, indeed, we might say in a hundred cases out of a hundred, a little black dot on the map is all that Boston or San Francisco means to the child.

"Describe the Mississippi." The finger has less difficulty in hunting down the "Father of Waters," and follows the winding black or blue line from top to bottom of the map. And so on through the questions.

How many teachers believe this to be the right way to study map questions?

What is a map? "A map is a *representation* of the whole or a part of the surface of the earth." Did you ever think what a crude representation it is? Short lines with intervening dots divide the states and bring the idea of a fence, or a stone wall, to the pupil's mind; narrow, zigzag, crooked rivers represent the rushing mountain torrent and the sluggish river of the plain; a dot represents a city with streets, factories and homes teeming with people like ourselves; short parallel lines upon each side of a light space on the paper suggest nothing like forest-clad slopes, bold rocky cliffs and snow-capped summits, and look like nothing so much as like diminutive caterpillars crawling over the map.

Did you ever think that geography calls for more exercise of the imagination than any other study in your school? A map is a good thing as far as it goes, and it goes as far as it can; we could do nothing without the map, but the pupil must bring into his study of a map the constant play of his imagination. The more imaginative the pupil, the more readily will he remember geographical facts, and the more easily can the teacher interest him in the subject.

Any pupil far enough advanced to "study map questions" has seen a village or a town, or, in some cases, a large city, and by questioning him, telling him something about other cities and showing him views of the principal streets and buildings, he will think of streets, houses, shops, etc., instead of little black dots scattered here and there on the map.

Let the first recitation upon any map be made with the map before the pupil, not with closed books and the routine of question and answer. The teacher may take any representative cities of our country, e. g., Boston, New York and Philadelphia, till the pupils know where to find them on the map, and one or two commercial or historical facts about them, which the pupils are required to reproduce orally or in writing. Bring views of these cities into the class and let pupils tell what they see in them. A scrap-book filled with scenes from our cities, views of our rivers and mountains, and pictures of noted edifices is a valuable aid in interesting pupils, and gives them material from which to form the conception of a city or a country, as a whole.

After mastering a few facts about the cities mentioned, take up the means of communication which the inhabitants can use in passing from one to the other two cities. (Three cities will be sufficient to occupy the class two divisions, if not longer.) In this lesson the means of communication are two, by rail and by water. Let pupils trace the water route on the map, naming the more important bodies of water, the shores passed and the general direction of the route. Most of the geographies in use in our schools have the principal railroads indicated upon the map of the United States; use these when the better means can not be obtained, a time-table of a railroad with a map giving

prominence to that particular road; one road is as good as another for these journeys, and the more varied routes we may take the better for the class. All the pupils may take the train at Boston and may look out the windows as they pass fields of grain, meadow-lands, cosy farm houses, lofty hills or a mountain, cross a river, stop at an important city, or dash through a little village, and so on, learning geography all the way, until they find themselves in New York. A longer stop here, and then on to Philadelphia. The child who can not take these imaginative journeys can not form a correct idea of a country, and the teacher who can not personally conduct these exercises of the mind can not interest her pupils in the subject.

Let the pupils choose a route, or assign each the route by water, or by rail, and let them take the journey at the next recitation without the aid of the maps, and tell what they see from the deck of the boat, or the car-window, and what they know of the cities visited.

Add to these cities two or three each day, bringing in the railroad maps whenever possible. When Chicago is reached in the westward journey, the interest becomes great, for here we find several roads, equally interesting, by which to reach the western coast. Take the class through to California by the three great routes, in turn, striving by views and descriptions to give them correct mind pictures of the country through which they pass. Stop over a day at important cities on the way and note carefully the rivers and mountains crossed, the states traversed and the change in vegetation and scenery in passing from the Mississippi valley to the coast.

There is no limit to the number of journeys that may be taken in this way, and surely teachers can get a sufficient number of railroad maps to supply one to every two pupils, if not one to each pupil. Then there are delightful trips to be taken by water, around the great lakes, down the Mississippi, St. Lawrence and Hudson rivers, and up and down our coasts. Require recitations about each trip, and the results will be gratifying to teachers and pupils.

Journeys in foreign countries may be taken also, but the absence of time-table maps will prove their value as an aid. Ex-

tracts from books of travel will contribute much to the interest of the class, and pictures, about which the pupils are encouraged to talk, should be introduced at every recitation. Request the class to collect clippings from newspapers about foreign countries or cities, and, as a part of the recitation, let each read or tell in his own words, the substance of his extract. Assign a particular city, country, or river, to each pupil to tell all that has been given in the class upon that subject. Tell the pupils historical facts that will interest them, as the building of St. Petersburg by Peter the Great, the burning of Moscow, or the siege of Paris.

These are a few of the many ways in which to make geography of living interest to pupils.

More time should be given to our own country than is usually devoted to it; it is much better to have a thorough knowledge of our native land than to have a vague conception of all lands.

Map drawing from memory is essential in giving correct ideas of relative sizes of the states and relative positions of cities and rivers, and directions of leading routes of travel and commerce; but every teacher must be aware of its value, and so must have made it a part of the geography recitation.

SOUTH BEND, IND.

THE CRIME OF TATTLING.

EDWARD TAYLOR, SUPT. OF SCHOOLS, VINCENNES.

NOT many months ago the newspapers, under the caption "Refined Torture," told the world that a young teacher in the public schools of Somerville, Mass., had caused the death of one of her pupils. Hearing a noise, she asked a little boy, aged nine, if he caused it. He replied that he did not, but knew who did. This voluntary offer to be a "telltale" so incensed the teacher that she compelled the child to eat pepper—presumably to punish the mouth. The next day he took a cold in the inflamed membrane, and died a few days later. Following the narrative, some caustic comments were volunteered on the barbarity of the public school system.

Passing over the logical leaps of newspapers and people whose faculty of generalization works so strongly, the unfortunate incident suggests some thoughts on the crime of talebearing. In the estimation of most people—even of most teachers—it is a crime. To express it with intensity and with the compactness of epigram, the general sentiment is that “tattling is contemptible.” The young lady did but proclaim with a too terrible emphasis the general opinion.

Is it not worth a moment to inquire into the grounds for such an estimate? It is perhaps based solely upon a rather hazy impression that to act the informer is not honorable, and that it appears to violate that common fidelity which should exist among pupils. Without now trying to analyze this idea or declaring that it is a mere sentimental fiction, it may be proper to offer a few thoughts looking in the opposite direction.

1. To be “told on” is not pleasant to the offender. But the willful violators of a law in school or in society have no reason to expect others to shield them from the consequences of their acts. It is doubtful if there be any moral obligation in the decalogue or elsewhere,—even in the golden rule,—which compels any one to keep an unlawful secret.

2. Children never think it any wrong to point out offenders, till they grasp the conceptions of their elders and are old enough to be abreast the advanced ideas of youth. The little informer intends no wrong, nor does the little transgressor take any insult. It is safe to say that the odium attaching to tattling is not at all a natural impulse. It is purely a product—perhaps a fallacious product—of education. It is a man-made offense.

3. The impulse to reveal offenders springs from a desire on the part of the child to be helpful to the teacher. The gleam on his face is at an infinite remove from the consciousness of guilt. He is wholly intent on winning the approbation of his superior. Is it wise to chill the honest zeal of the child by rejecting his proffer of aid? Is it not a paradox to him that the teacher should seem to wish information and yet reject it when it comes? Can even teachers find their way out of this labyrinth of contradictions?

4. The average boy has, as a part of his "code of honor," an abhorrence for tattling. His budding sense of honor throws out this blossom early. Does this code have any better basis of reason than the once popular code of duelling, or the still popular one of "tit for tat"? Do teachers think it comports with the dignities of the profession to systematically and coolly teach children to be secretive and deceptive? Openness and candor are graces in youth. Too soon in the great world will they learn to dissemble. To express it in strong phraseology, let them "wear their hearts on their sleeves" while they will. Too early will they get the trick of being evasive and secretive.

5. Teachers should remember the Parthian arrows, or, to be less bombastic, the boomerang. Lessons of this kind not unfrequently return upon our own heads. Have we never had trouble from this students' code of honor? To the good order of schools it is as full of menace as an egg is of albumen. Recently a college pupil committed an unpardonable offense. His secret was held by his associates to be a sacred thing. There was a puzzled faculty and an institution threatened with ruin from crude notions of honor.

6. All good citizens feel bound to assist in the enforcement of law, to the end that justice may prevail over wrong. They are even eager to come forward to aid in its administration. Why not train children to do the same? The good man refuses to cover up in any degree the violation of our civil codes. Why should a good boy blush to reveal an infraction of school rules? Teach a child to be secretive, and we give him a lesson which is hostile to our civilization. We prepare him for bad citizenship. We prepare him to be a passive observer of crime, if not, by reason of the protection afforded by his code, an active participant therein. As civilization becomes more complex the administration of justice becomes more difficult. Shall the teachers of to-day deliberately do a thing which in the coming decades will tend to make it, not only more difficult, but impossible? Indifference to wrong-doing is the very thing which in all history has destroyed nations.

Certainly it is time to call a halt, and not permit the "crime" of tattling to go any longer unquestioned.

ON LEARNING GEOGRAPHY.

BY J. T. SCOVELL.

IN an article on this subject in the July Journal, the writer says, "No doubt the most satisfactory way to become acquainted with the earth in its geographical character would be by actually seeing it," then in the balance of the article tries to show that it is much better for the student to study geography from books, than from nature.

Geography deals with the earth as related to man, with the relations of organic and inorganic nature to each other, with general laws and principles.

The materials for these generalizations have been furnished by physics, chemistry and astronomy, by botany and zoology, by meteorology, geology and other branches of science. If the student has studied the different sciences so that he has the materials ready for making these generalizations, his geographical studies need not occupy much time. But the average student has not studied these sciences, and for him geography must deal with facts, details, particulars, gathered from the various sciences, in order that he may get the materials for working out the general laws and principles with which geography proper deals. Geography is a branch of science, and is best studied as other branches of science are studied.

The writer says that "geography is of necessity studied second hand." Humbolt, who first gave geography a place among the sciences, studied nature; so did Carl Ritter, the father of modern geography; so did Arnold Guyot. Geology includes much of geography, and the best works on physical geography in the English language to day are the geological writings of Archibald Geike, Dana, Leconte, and other English and American geologists. No Englishman or American has gained any reputation as a geographer who was not a geologist, and no man has achieved a reputation as a geologist who was not a student of nature. Noah Porter says that natural history in all its branches should be studied with the objects before the eye. A writer in the *Saturday Review* congratulates the English people on the fact that the authorities are taking steps to have geography taught from nature. Books

were much used in teaching all of the sciences only a few years ago, but the establishment of chemical and physical laboratories, of botanical and zoological gardens and laboratories, and museums of various kinds indicates a great change in the method of teaching science. Now in every branch of science the student may study nature under competent direction until he is able to direct his own work, and the different branches of science have been striding on much more rapidly than ever before. But geography is still taught largely from books, and by men who know but little of the subject beyond books, and in most cases by those who do not know all or even the best that there is in books. Geography stands at the foot of the list of sciences, not because it belongs there, but because those who have attempted to teach it have in most cases been ignorant of science and of scientific methods. English and American scientific writers complain of the low grade of work done in geography in their respective countries as compared with the work done in other departments, and with the work done in Germany. One writer says, "geography is the most poorly taught subject in the schools." One of the Superintendents of Public Instruction in New York said of his teachers, "To find one who knows anything of the geography of his own, much less of foreign lands, is a rare good fortune indeed." Whence this ignorance, this relatively low grade of geographical work, if not on account of faulty methods? The authorities on geography studied from nature, students in other departments of science study from nature, students in geography can study from nature as students in geology do.

The tendency of an education from books is towards reverence for authority. Science studies have been introduced into the school to counteract this tendency, and to promote the culture of the powers of observation, to stimulate independence of thought. Geography is the only science subject in the common schools except physiology, and they both may and should be taught very largely from nature. Louis Agassiz once said, "We study nature from books, and when we meet her face to face she passes by unrecognized." Let me illustrate: One of the most important geographical phenomena in Northern Europe and

America was the glacier. One man examines the remains, evidences and work of the glacier and sees that the drainage, soil, vegetation, and the whole aspect of the country has been determined by the glacier. He sees in imagination nature's great ice plow cutting down the hills, digging river channels and lake beds, and pulverizing rocks, and spreading out a mantle of soil over the northern parts of Europe and America. Another man who had read and studied about the glacier, had taught about the glacier for years, had been traveling over glacial material all his life, had looked at the same things the other man saw, yet was very much surprised to learn that there was glacial material, and evidence of glacier work in Indiana. He saw but did not recognize. A visitor who had been observing some of this book man's work in geography, asked if it would not help him in his geography work if physics came before geography in the course of study. He answered, No, it would make no difference.

The visitor said afterwards that the man did not know that geography was a branch of physical science, did not know that the principles discussed in physics controlled all the phenomena of the inorganic world and were active in all those of the organic, and that one who had a good working knowledge of physics had solved a majority of the more important principles of geography. Again he saw and did not see, although he quotes Arnold Guyot's books as authority, and has taught geography for years.

A boy does not need to suck all the juice from a lemon to know it is sour, or to eat the whole of a banana to know it is sweet, or of a watermelon to know it is juicy; neither is it necessary for him to see all sides of either one to get a reasonably correct idea of its form, color and size. So it is not necessary for the student of geography to visit and study every part of the earth. If he study one part, as his own township or county well, he may learn to recognize nature in her varied forms and changing moods, may learn something of the forces that control the multiform phenomena of the geographical world, will be able to construct a truthful general idea of the whole earth, into which can be fitted the details of other parts from written or verbal descriptions.

The learner must understand something of the language of the subject, of the teacher or of the book, if he would be benefited by either. This actual study of nature is necessary to an understanding of the language of nature, of the language of those who write or talk about nature. The writer says "that $\frac{99}{100}$ of the geographical knowledge possessed by the average man is gained by description, not by observation." It is said that a child learns more during its first year, than it learns afterward. This may be an over-statement, but doubtless a child does learn more during the first five or six years of its life, before it can learn from books, than it does afterward—at least it does learn a great multitude of things.

It has gained ideas of geometrical forms, mathematical processes, ideas of direction, of time, of night and day, of the properties of matter, of the forces of attraction and heat, of solids, liquids and gases, of winds and clouds and rain and snow, of the seasons, of soils, and plants and animals and of their relation to each other—every sense has been actively gathering ideas, and there has been much of comparison, analyzing, judging, classifying and generalizing going on along with this inflow of ideas. At the age of five years the child has the data for all the fundamental ideas of geography; the mind is stored with those ideas which enable it to understand the language of the book or of the teacher. When we realize how much the child learns before it can learn from books, and how much it learns without books after it is old enough to learn from books, the writer's assertion seems a little too strong, to say the least.

The writer says "that the activity of the mind in sense perception is the lowest of all its activities." True, if he means that the products of this activity are the foundation of the whole superstructure of education and culture, but not true if he means that this activity is lowest in any other sense.

Noah Porter says "that sense perception is the essential condition and attendant of man's higher knowledge and beliefs, it excites passions which take the strongest hold on man's nature, and sense perceptions are present in his loftiest speculations and most refined reasonings."

"The highest type of thinking deals with types or generals.' True, but "types or generals" have grown up from the observation and correlation of particulars. The ordinary student of geography must spend most of his time gathering particulars, from which to form his types or generals. He may, parrot like, learn the statement of a type or general, but he must verify it by facts or he will not recognize it when he meets it face to face.

"Objects of sense as materials of thought are heavy to handle, and the mental processes performed on such materials are necessarily hindered, nor do they result in that degree of discipline which the study of the same objects by means of books would bring." What a wonderful discovery? Agassiz and Tyndall studied the glacier, its work and its remains, gathered up all the ideas they could through their senses, compared, classified and arranged these ideas, formed their conclusions, and wrote out the facts and their generalizations in books. These objects of sense were heavy for these men to handle, their mental processes were hindered, were slow and feeble, and the discipline gained was of a low order. But put their books into the hands of a teacher who knows nothing about the subject from actual observation, and into the hands of a class equally ignorant, and they create for themselves objects of thought, which are light to handle, and dealing with these objects their mental processes are stimulated, not hindered, are active and vigorous, and the discipline gained is higher and much superior to that gained by the authors of the books. Poor Agassiz—poor Tyndall—how sad that there were no books for them to study, Perhaps the reputations they achieved, were gained from studying their own books. The writer's assertion seems absurd when we look at a practical illustration.

When an object is carefully examined under competent direction more ideas are gained of it than can be obtained in any other way, and ideas so gained are more accurate and vivid. One would think that the person who had the greatest number of accurate ideas about objects could best compare and classify them, and could make the most valuable generalizations from them. But the writer says no, the best generalizations, etc., are

made from objects of thought created in the mind from the study of books, not from nature.

As a thinker and generalizer, Charles Darwin made a more profound impression on the whole intellectual world than any other man ever made, and no man ever dealt more directly with nature, with objects of sense. In fact the men who have moved the world have not done second-hand work. They went to the fountain head.

The writer dwells on the value of geography as a disciplinary study. The idea may be good in theory, but as geography is taught, it has not impressed the educational world as especially valuable as a means of discipline.

Geography is a scientific subject. It has a department in the English and American Associations for the Advancement of Science. It can be taught as other branches of science are taught. The low grade of work done in geography, the ignorance of geography manifest everywhere, are largely accounted for by the fact that geography is still taught from books, while other branches of science are taught largely from nature. If taught as other sciences are taught, geography might be a valuable introduction to the other sciences, but as taught from books it is comparatively useless in this direction. It does seem a misfortune that mankind learns so little of geography, and that so much of that little is learned from books.

The writer seems to be trying to apologize for those persons who, ignorant of science and scientific methods, attempt to teach a scientific subject in an unscientific way.

TERR HAUTE, IND.

THE INDIANA LIBRARY SYSTEM.

HAMILTON S. McRAE.

THERE was a time after the abolition of the township library tax when there was no law for the levy of a tax, to establish or maintain a public library. Now a school town or a school city may assess one-third of a mill on a dollar for library purposes. This will yield an average, probably, of \$500 for each 5000 inhabitants. If the board of school trustees will, as it may, pro-

vide a reference department, supplementary reading for schools, and the expense of administration, from the special school fund, a library with a reading-room, that will double the value of the schools may soon be secured.

It is not creditable to the school authorities that so few corporations have availed themselves of the wise legislation. Superintendents, teachers and others specially charged with the educational interests should acquaint themselves with the facts tending to show the immense value of a circulating library. The wonderful literary activity in Indianapolis is a fact in point. What is true there will be true everywhere if the people are provided with free reading matter, judiciously selected.

It is not too late, if the county auditor will place the levy on the duplicate, to begin this year. Those places which have so far failed to move in this important matter, if not too far behind to be conscious of their comparative ignorance, must feel the humiliation of a contrast with the communities that are truly alive to the interests of all, whether young or old.

As to the management, seek information from the established libraries. The Library Bureau, 30 Hawley St., Boston, Mass., will cheerfully respond to inquiries. The Bureau is under the able management of H. E. Davidson. Melvil Dewey, chief librarian of Columbia College, and secretary of the American Library Association, will gladly make suggestions. So would Mr. Hooper, of the Indianapolis Library.

In a place where the inhabitants number from five to ten thousand, one hundred dollars a year at least should be expended in periodical literature, including newspapers. The magazines, after the appearance of the latest number, may issue the older numbers with safety in the smaller places. A school township has no authority to levy a tax unless there be a donation of one thousand dollars. Then one mill on the dollar may be levied by the township trustee. The township in which the city of Richmond is situated has a library on this basis.

There yet remains for all neighborhoods a law for the organization of voluntary library associations. The Grant County Educational Library is under this law.

MUNCIE, INDIANA.

THE MODERN SCHOOL TEACHER.

[Boston Courier.]

It was Saturday night, and a teacher sat
Alone her task pursuing ;
She averaged this, and she averaged that,
Of all that her class was doing ;
She reckoned percentage—so many boys,
And so many girls all counted ;
And marked all the tardy and absentees,
And to what all the absence amounted.

Names and residences wrote in full,
Over many columns and pages ;
Canadian, Teutonic, African, Celt,
And averaged all their ages.
The date of admission of every one,
And cases of flagellation ;
And prepared a list of graduates
For the county examination.

Her weary head sank low on her book,
And her weary heart still lower ;
For some of her pupils had little brains,
And she could not furnish more.
She slept, she dreamed—it seemed she died,
And her spirit went to Hades,
And they met her there with a question fair :
"State what the percent of your grade is!"

Ages had slowly rolled away,
Leaving but partial traces ;
And the teacher's spirit walked one day
In the old familiar places.
A mound of fossilized school reports
Attracted her observation,
As high as the state house dome and as wide
As Boston since annexation.

She came to the spot where they buried her bones,
And the ground was well built over ;
But laborers digging threw a skull,
Once planted beneath the clover.
A disciple of Galen, wandering by,
Paused to look at the diggers ;
And, picking the skull up, looked through the eye,
And saw it was lined with figures.

"Just as I thought," said the young M. D.,
"How easy it is to kill 'em!
Statistics ossified every fold
Of cerebrum and cerebellum."
"It's a great curiosity, sure," said Pat;
"By the bones you can tell the creature!"
"Oh! nothing strange," said the doctor, "that
Was a nineteenth-century teacher."

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

MOTTOES FOR THE SCHOOL-ROOM.

IT was once very fashionable to have mottoes in the school-room. When these mottoes mean something to the pupils it is well. "By their fruits ye shall know them." One of the most careless schools in work that I ever saw had this motto on the black-board in a permanent form: "What is worth doing at all is worth doing well." The motto did not make the school careless; neither did it prevent the school from being careless. There was no teacher behind this motto. He did not impress his pupils with the spirit of doing their work well. He might have made a little talk on the value of doing work well the first time, and then have placed this motto on the board—or better, had the school commit it. Afterward, a mere reference to the motto would call up the whole discussion. This would, eventually, create a spirit of carefulness in the school.

But to place mottoes in the room or have the school learn them without getting the spirit of them is a mockery.

The opening exercises may frequently be used for work of this kind. Quotations may be given and discussed with great interest and profit to the pupils. Sir Philip Sidney said, "They are never alone that are accompanied with noble thoughts." They are not only not alone, but they are in *good* company. Some one has said that we are known by the company we keep. Certain it is we are liable to become much like our company.

We change the company a little, while it may change us a great deal.

To have noble thoughts for our company, we must associate with the great and good. This is most easily done by means of their writings. These can be had for almost nothing. During a school year by using a part of the opening exercise time, the pupils might become somewhat acquainted with at least thirty of the good and noble that have lived and are yet living. In eight years of school life many such acquaintances might be made through these mottoes and quotations.

OPENING EXERCISES.

Ill habits gather by unseen degrees

As brooks make rivers, rivers run to seas. —*Dryden.*

Habit is a cable, we weave a thread of it each day, and at last we can not break it.—*Horace Mann.*

WRITE these on the black-board and talk about them with the pupils. Talk *with* the pupils, not *to* them. Lead them to see the meaning of the above. Incidentally tell who Dryden and Horace Mann were,—when and where they lived. What kind of habits are referred to, good or bad? Are they formed suddenly? Are we conscious of forming these habits at the time they are formed? Are good habits formed in the same way that bad ones are? Can a habit be broken? Is it as easy to break a bad habit as a good one?

Such questions will bring out a discussion. Pupils will think about what these quotations mean. The pupils will be led to notice their own actions and guard themselves in the formation of habits.

Do not make a severe testing recitation of this kind of work. Be ready to say something on your own questions. The chances are that, at first, the pupils will be somewhat diffident. The teacher will need to say enough to get them interested. He will also need to see that certain notions are corrected. They may fail to properly interpret. For example, they may say a habit can not be broken, and refer to Horace Mann's saying as their authority. Here the teacher will need to explain. The author

was trying to impress us with the fact that habits were formed gradually, and that they could not be *suddenly* changed.

We may break a habit as we made it—by breaking a thread each day.

ON PRONUNCIATION.

A COPY of Webster's Unabridged Dictionary was offered at a teachers' institute in Pennsylvania to any teacher who would read the following paragraph and pronounce every word correctly according to Webster. No one succeeded in earning the dictionary, although nine made the attempt. Any one will be surprised upon looking up each of the test words here given to find how many are commonly mispronounced :

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely young lady of the Malay or or Caucasian race. He accordingly purchased a calliope and a coral necklace of a chameleon hue, and securing a suite of rooms at the principal hotel, he engaged the head waiter as his coadjutor. He then dispatched a letter of the most unexceptionable caligraphy extant inviting the young lady to a matinee. She revolted at the idea, refused to consider herself sacrificeable to his desires, and sent a polite note of refusal ; on receiving which he procured a carbine and bowie-knife, said that he would not forge fetters hymeneal with the Queen, went to an isolated spot, severed his jugular vein, and discharged the contents of his carbine into his abdomen. The debris was removed by the Coroner."

—*Center Table.*

OPENING EXERCISES.

TEACHER. Come here, Emma,—let me wrap this thread around your fingers. Can you break it? E. Yes ma'am.

Tr. Now I'll wrap it around twice. Harry, can you break it now? H. Yes ma'am.

Tr. Now I'll wrap it around a great many times. Now, Willie, can you break it? W. No ma'am.

Tr. Now you see when I wrapped the thread around but once it did not hold your fingers tight at all, and you could move them as you pleased and break the thread: even when I had wrapped it around several times you could do the same, but not so easily. But when I had wrapped the thread around a great many times, it held your fingers tight and you could not break the thread at all.

Now I have done this to show you what I mean by forming habits. For instance, I want you to get into a habit of holding your pen right. You hold it right one day, but that doesn't make you do it again, any more than one string holds your fingers in one place. Still you are a little more apt to do it the next day, and then the next, and so on till you are so used to holding it right that you can hardly help it; then we say you are in the habit of doing it. Then it is as hard for you to change and do some other way as it was for you to break the strings and move your fingers as you pleased.

Now we can not help forming habits of some kind. What kind of habits do you think we had better form?

Ch. Good habits.

Tr. Can you think of some habits that are good? Very well, to-morrow we will talk about some of them. M. F.

AFTER SCHOOL.

Few practices of otherwise good teachers are so defenseless as "keeping pupils after school." The habit once acquired is almost as difficult to break as any vicious tendency of life. We have heard no good argument in its favor. All progressive teachers, most supervisors, all normal schools, all pedagogical literature, all physicians, are arrayed against the practice, and yet some teachers cling to it with exasperating tenacity. With rare exceptions it is a failure as a punishment. It is vicious to have the pupils feel that they can afford to be idle, lazy, or playful in school hours, and make up for it at leisure afterward. The air of the school-room at such a time is unfit to breathe. The liability to disarrange home plans, to the annoyance of parents,

should be considered, for the parent has rights that the teacher is bound to respect. The teacher owes a duty to her school, as a whole, which requires absolute, immediate rest from work when school closes. Those teachers who argue that they can not get on without it should remember that any other teacher would take her school and get as good results as she has without such vicious practice, and that if she would only acquire the art she might do it herself. Viewed in the most favorable light, it testifies against a teacher to keep her pupils after school. —*Exchange*.

FOR PUPILS.

OUR PRESIDENTS.

PERHAPS those having difficulty in remembering the order in which our Presidents come may find assistance in the following lines. The jingle of rhyme is often a great aid to memory, and especially so to many who can not remember hard facts. They are taken from the "Letter Box" in *St. Nicholas* for July.

FATHER WASHINGTON left us united and free,
And John Adams repelled French aggression at sea ;
Boundless Louisiana was Jefferson's crown,
And when Madison's war ships won lasting renown,
And the steam-boat was launched, then Monroe gave the world
His new doctrine ; and Quincy his banner unfurled
For protection. Then Jackson with railways and spoils,
Left Van Buren huge bankruptcies, panics, and broils.
Losing Harrison, Tyler by telegraph spoke ;
And the Mexican war brought accessions to Polk.
Taylor lived not to wear the reward of ambition,
And Filmore's sad slave law stirred up abolition ;
So, compromise failing, Pierce witnessed the throes
Of the trouble in Kansas. Secession arose
Through the halting Buchanan. But Lincoln was sent
To extinguish rebellion. Then some years were spent
Reconstructing by Johnson. Grant lessened our debt ;
Hayes resumed specie-payments, and Garfield was set
On reform, which, as Arthur soon found, come to stay.
Now for President Cleveland good citizens pray.

PRIMARY DEPARTMENT.

(This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School)

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LESSON IN GEOGRAPHY—THIRD YEAR GRADE.

[Stenographic Report.]

THE teacher exhibits a moulding board on which are different forms of islands shaped out of moulding sand.

Teacher. Joe, what do you think I have here?

Joe. You have islands.

T. I mean what kind of land do you think I have?

P. You have different kinds of islands.

T. (Pointing to the different islands), What kind of a surface have I here? P. You have a hilly surface.

T. What kind have I here? P. A low surface.

T. Look in the centre of this body of land; what kind of a surface? P. You have a high surface.

T. What will I call it? P. A mountain surface.

T. Not quite. P. A plateau.

T. Yes. What have I here? P. Two volcanoes.

T. And still you say that these are islands. How many still think they are islands? (All the pupils think so.) Why do you think so?

P. Because they are portions of land surrounded by water on all sides.

T. Can any one give me a different definition for an island?

P. An island is a body of land surrounded by water on four sides. An island is a portion of land surrounded by water.

T. Let us see if these bodies of land are all surrounded by water. How many think this body is? (All agree.) Come and show me with your finger that it is.

P. (Pointing.) It has water all around there.

T. Come and show me that this body of land is surrounded by water. P. (Pointing.) This is water around it.

T. How many agree that these bodies of land are islands because they are surrounded by water on all sides? (All agree.)

T. You said a moment ago that some of them had different kinds of surfaces. I wonder if you can tell me anything about

the shape of an island. Would it probably be of a regular shape or of an irregular shape? P. An irregular shape.

T. You said a moment ago that there were different kinds of islands. Come and show me one kind of an island, and tell me what it might be called.

P. (Pointing incorrectly.) This is a reef.

T. Joe, come and show me why you think Arthur is wrong.

J. I would call that an atol. This is a reef.

T. Show why this is not a reef. P. This is a half-circle.

T. Is it a round wall, or is it one long wall?

P. It is a round wall.

T. When we have a round, circular-shaped coral island, we call it an atol. Now come and show me a reef.

P. (Pointing.) This is a reef.

T. Tell me another name for this. P. A coral island.

T. Tell me another name for this. P. A coral reef.

T. I would like to see another kind of an island.

P. (Pointing.) This is a volcanic island.

T. Which part is the volcano? P. This part.

T. Tell me another kind of an island. P. An atol.

T. And another. P. An oceanic island.

T. Why do you call that an oceanic island?

P. Because it is out in the ocean.

T. Suppose it was near some continent, what would it be called? P. It would be called a continental island then.

T. Show me another kind of an island.

P. (Pointing.) Like this.

T. We have more of those islands than we do of others. What could we call them? P. An island with a low surface.

T. I know of other islands that have low surfaces, and they are not that kind. I wonder if we could not call them common islands. Yes, we can call them that. I would like to have some one come and point out all the islands that I call common islands. P. (Pointing.) This one, and this one, and this one.

T. Show me all the volcanic islands you can on the board.

P. This, and this, and this.

T. Show me all the coral islands you can on the board.

P. This one, and this one.

T. Which part of this one?

P. (Pointing to the centre.) This part.

T. What is this called? P. An atol.

T. Can some one tell me the difference between a volcanic island and an atol?

P. The difference between a volcanic island and an atol is that some volcanic islands are common islands with volcanos on them, and some are volcanos with a circular atol around them.

T. Now I want to know the difference between an atol and a common island.

P. An atol is a circular island, and a common island may be any shape.

T. Tell me how coral islands are made.

P. They are made by the coral animals. They go around and bring dirt, and the wind carries dirt and leaves and branches over there, and sometimes when birds fly over they drop seeds and the seeds grow and it makes an atol.

T. Can any one tell me anything else?

P. They do not go around, but they go down into the water and build up until they come to the top, and then sometimes the birds drop seeds on them and they grow and form trees.

T. And the coral animals only make what part of the island?

P. The rough, rocky wall.

T. I wonder in what kind of water the coral animal builds?

P. The warm water.

T. In what bodies of water do we find these atols?

P. In the Indian Ocean.

T. In any other? P. In the Pacific Ocean.

T. In what ocean do we find the largest ones?

P. In the Pacific Ocean.

T. I would like to know something about the water on the inside of an atol.

P. The water on the inside of an atol is as smooth and nice as a small pond, and is sometimes called a lagoon. The water on the outside is rough and the waves dash against the outside, but on the inside it is always smooth.

T. Is the water on the inside clear?

P. Yes, sometimes you can see the fish.

T. Do the sailors make any use of these lagoons?

P. If there should be a storm on the ocean, they could go into these lagoons.

T. There is something about the atol yet that I do not know. I do not see how the sailors get in.

P. They have little open spaces. Sometimes one and sometimes two.

T. Is there anything else you can tell me about the atol? I think if you think real hard, you can tell me something about the surface.

P. Sometimes they have a high surface and sometimes a low surface.

T. What do you think about it, Anna?

A. The surface is almost always low, because the animals can't build up so high, just to the water.

T. And it would take a very long while for them to build up that high, would it not? P. It would.

T. Is an atol ever large enough for cities and towns to be built upon? P. Yes.

T. Are some of them large enough for a little country to be there by itself? P. Yes.

T. I wonder where we find such a one?

P. In the Indian Ocean.

T. I wonder how many miles long it is?

P. It is five hundred miles long and eighty miles wide. Some of them are only a quarter of a mile wide.

T. Yes, they differ, some of them are quite wide, and others are not so wide. Now, I want to talk about the volcanic islands. I wonder how they are made?

P. A volcano comes up and forms a kind of an island.

T. Do they ever come up in a very short time?

P. You said you knew about an island that the people did not notice. It came up in one night, and in a few days it kept going down and down until they could not see any island.

T. I did tell you about a volcanic island coming up in one night, and that the volcano was three times as large as this building, and I said something about how far you could go around that island. How far was it? P. Two or three miles.

T. Right. And how long was the island there?

P. Two or three days.

T. Yes, and then it began to gradually sink until finally it

went out of sight altogether and the island was there no longer. May a common island have more than one kind of surface?

P. It may have a low surface, a high surface, and a rocky surface.

T. Tell me of an island with a mountain chain running through the centre. P. Cuba.

T. Tell me of some river that we visited that had many islands with low flat banks and low flat surfaces.

P. The islands in the St. Lawrence River.

T. Yes, the St. Lawrence River has a great many islands in it, but is that the river? P. The Mississippi River.

T. Did we see many of them? P. Yes.

T. What kind of surface did they have? P. Low surface.

T. Did you see one with a high surface? P. Yes ma'am.

T. What island was it? P. It was Rock Island.

T. How many would like to make a volcanic island?

(Each child is given a pan filled with moulding sand, with which they form an island with a low, flat bank, and low surface, and a volcanic island.)

READING FOR PRIMARY GRADES—II.

SOME damp cloudy day when the slates and pencils are particularly noisy, when the little feet can not be quiet and lessons will be tiresome, read *The Ugly Duckling*, or *Star Dollars*, or *What the Moon Saw*, or *Ole Sukoi*, or *The Fir Tree*, and the teacher as well as the children will feel the quieting influence of the honest old fairy Hans Andersen, whose eyes were so keen to see what children love. At another time read from *Harpers' Young People* of August 19, 1884, of the little German boy whose parents were very poor, but honest, who lived in a wee cottage with the garden on the roof. Read how the boy stretched his mother's large apron over some currant bushes making a tent, where he loved to lie for hours at a time watching the birds, the flowers, the blue sky and the clouds, weaving little stories which were afterward unfolded to the delight of hundreds of other children.

He could do more than dream, however, for one day when he

was in a field helping to glean after the harvesters, a selfish and cruel landlord drove the gleaners out with a heavy whip. The little Hans running with the others lost his wooden shoe, and as he stopped to pick it up the man raised his whip to strike, but looking into his angry face Hans said: "How dare you strike me when God can see it!"

Harpers' Weekly (of some months ago) contains a picture of his home, and in Houghton & Mifflin's book-catalogue the children will find a picture of the dear old story-teller himself.

FANNIE S. BURT.

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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WANTED; A RATIONAL GRAMMAR OF THE ENGLISH TONGUE.

A RECENT writer in *Language Notes* exposes some of the fallacies and ridiculous blunders of our present grammars. He cites the contradictory and confusing views taught in all the grammars relative to the cases of the noun, as an evidence of the chop-logic that rules in text-books on grammar. He might have cited two other classes of features that are equally objectionable. The definitions used in nearly all our school grammars are in many cases untrue, or based on unessential relations of the thing defined. Take for instance the definition, found in nine-tenths of our grammars, for the subject itself: "English grammar is the science of the English language." Now plainly it is no such thing. The statement may have once been true. The science of the English language is now not English grammar, but English philology. English grammar is, properly, the science of the English sentence. It no longer includes orthography, etymology, prosody, pronunciation, etc. These subjects are treated by themselves or as parts of the more general subject of English philology.

Again, take the current definition of the noun: "A noun is a word which names an object." This astounding piece of information is based on the unimportant relation which exists between the

meanings of the two words *noun* and *name*. These words, viewed both as to derivation and use, have substantially the same meaning. The definition, given above, reduced to common sense and plain English, means that a name is a name. Truly, a very astounding piece of news! This is not an argument *ad unam causam*. Scores of similar cases may be found in the majority of our grammars. If we are to have "definitions" at all, let them be true and based on the most important relation of the thing defined. Nothing is gained, but much lost, by deluding ourselves and our pupils with this misuse of terms. Fully nine tenths of our "definitions" in all subjects are loose general statements. The reason that we have them is easily discovered. The mistake is made of attempting to teach children science, before they are mature enough on the one hand, or have been prepared by doing the art side, on the other hand.

The third reason why we want a new system of English grammar is that the present system contains a large amount of totally valueless material. Among these may be named a large number of classifications of the noun and other parts of speech. To classify nouns as class, mass, collective, abstract, quality, etc., is of no real value in understanding the structure and genius of the English sentence. If such bases and such a plan of classification be taken, what good reason for stopping at these divisions? We should have chemical nouns, literature nouns, astronomical nouns, etc. All such distinctions are arrant nonsense, so far as they aid any real knowledge of language. A large number of so called grammatical attributes have no real existence, in any form of value to an understanding of language. Nouns have only two distinct forms to express the relation of subject in thought or of some secondary relation of the object, yet we have as many as half a dozen so called "cases." The trouble is that our English grammar is made after the pattern of Latin grammars, although the two languages are in sharp contrast in their genius and nature.

Take another example of useless distinction: The noun is said to have person. It has, as a matter of fact, none. It takes no change of form to indicate the relation of its object to the speaker. So with the whole set of distinctions we call the mood of the verb. They either have no existence at all, or are so vaguely marked that no two grammar makers agree as to their kinds and nature.

There is a positive, as well as a negative side to this argument. Much of grammar is worthless, but much of language study is of great value. That knowledge which is of most value comes rather from a study of the derivation of words and of the changing use of phrase and word, in the progress of time. A comparison of Chaucerian and Shakesperian English with that of the present, noting how eliminations and introductions have come about, is of more value than any study of cut and-dried forms and definitions. Such study will incidentally carry with it all the knowledge of the sentence and its analysis, and of the classification and properties of words, that is necessary to understand and use good English. One is here tempted to paraphrase an expression of Rousseau: The school-masters hit upon little that is useful and is real fact, because such study would necessitate thought and work on their part, whereas by teaching the empty forms already wrought out they consult their ease and comfort. Grammar, as we know it, is doomed. It will have to go and be supplanted by something more rational in the study of English.

S. S. P.

GEMS OF THOUGHT.

All habits gather by degrees,
As brooks make rivers, rivers run to seas. [Dryden.

* * Human bodies are sic fools,
For a' their colleges and schools,
That, when nae real ills perplex them,
They mak enow themsels to vex them. [Burns.

A man who is good for making excuses is good for nothing else.

He is a free man whom truth makes free,
And all are slaves beside. [Cowper.

He's armed without, that's innocent within. [Pope.

By birth the name alone descends,
Your honor on yourself depends. [Gay's Fables.

Good counsellors lack no clients. [Shakespeare.

Good is best when soonest wrought,
Lingering labors come to nought. [Southwell.

Do not for one repulse forego the purpose you resolve to effect.

—Shakespeare.

He is not worthy the honeycomb,
Who shuns the hive because the bees have stings.

—Shakespeare.

The man who builds, and wants wherewith to pay,
Provides a home from which to run away. [Young.

To be accurate, write; to remember, write; to know thine own mind, write.—Anon.

'Tis with our judgments as our watches; none are just alike, yet each believes his own.—Pope.

Master books, but do not let them master you.—Bulwer.

EDITORIAL.

Howard Sandison, Prof. of Methods in the State Normal School, is now engaged in translating from the German, Heinrich Matzat's "Methodik des Geographischen Unterrichts," (Method of Geographical Instruction). This work is, perhaps, more systematic and scientific than any work of the kind in any language. The readers of the Journal will be glad to learn that Prof. Sandison has agreed to furnish this translation for publication in the Journal, a chapter each month, beginning with October.

ANDREW M. SWEENEY, Supt. of Dubois county, has been nominated by the Democratic party for Superintendent of Public Instruction. The Journal wishes to refer to what it said of Mr. Sweeney last month, and here endorse it. He is an active, energetic county superintendent, and has his work well in hand. He is a self-made man, and he has done a good job. He has secured a liberal education, and knows well the public school system. He has a pleasant address and readily makes friends. The fact that he secured the nomination when he was comparatively unknown is proof that he is a worker. Whether he is elected or not will depend upon the number of votes he gets.

FALL TREE PLANTING.

The importance of planting trees upon school premises can not easily be exaggerated. A great deal has been done in this direction and a vast deal more needs to be done. One trouble in the way of a general observance of a tree-planting day has been that the day has generally been fixed in the spring after most of the country schools are out. The Journal hereby calls upon the State Superintendent and the committee to whom this matter was entrusted, to fix a day in the fall, so that the country schools may participate and reap the benefits.

THE READING CIRCLE.

The prospects for the Reading Circle this year look very favorable. The course for this year is much reduced, the price of the books required is only about one-half, and the interest is very much increased. There has been but little trouble in forming a good "circle" wherever there has been an earnest effort by an active person. It is to be hoped that some enterprising teacher can be found in every township to take the lead and organize a circle. Full particulars can be obtained

by corresponding with Hubert M. Skinner, Indianapolis, the secretary. The work is to begin in October. The outlines appear this month for two of the subjects, but for some reason the outlines on "Watts on the Mind" have not reached us. These will be in ample time in the next Journal, however. Let everybody help the Reading Circle.

INSTITUTES.

"*The best ever held in the county*" is a part of almost every report received from the institutes this year. Without doubt this statement, in most instances, is literally true; it ought to be true in every instance. Why should not the institutes steadily improve; are not teachers steadily improving?

One evidence of the superiority of the institutes this year is the marked increase of outside help secured. In a large majority of the counties one or two good workers have been secured to give most of the instruction. Quite a large number of persons have made special preparation for this work, and this year their services have been in unprecedented demand at good prices. The Journal heartily commends this move, as it is what it has advocated for years. And this is no disparagement to the excellent home talent found in almost every county. The resident workers the teachers have always with them, and an outsider no better is fresh, and as a rule will command closer attention.

This new blood, of a good quality, injected into so many counties, must result in better impulses, better work and better schools. The Journal hopes that for a long time to come, it may truthfully be said each year, "this was the best institute ever held in the county."

THE FIRST DAY.

The first day of school, with a new teacher, is the most important day of the school year. Upon the work of no other day does so much depend. Upon no other day do children listen so closely to what the teacher has to say. Upon no other day is every word and every movement of the teacher so carefully noted and weighed. A good impression made upon the minds of the children the first morning and the first day will be a great help for days and months to come. A bad impression made at the opening of school is very, *very* hard to overcome. This being true the great importance of studying the first day's work is apparent.

The following things are essential to any successful opening of a school by a new teacher:

1. The building should be in good order and comfortable.

2. The teacher should know the classification of the school, including the point in the books which each class had reached.

3. The teacher should have definitely planned a *short* opening exercise, and all the steps preliminary to organization.

4. As no idle school can long be kept in good order the whole energy of the teacher should be directed toward giving each one *something to do*, as soon as possible.

5. Allow nothing in the way of disorder on the first day that is not to be permitted on after days.

A good beginning is half the battle.

PRES. J. H. SMART VINDICATED.

The Trustees of Purdue University have recently held a meeting which, by Mr. Smart's request, they investigated certain charges that had been published, criticising his management of the University and its funds. After explaining the charges in detail the Board concluded its report in the following language:

"The Board can state that none of the charges in which there was any implication of wrong doing by Pres. Smart are true; on the contrary, in all matters affecting him, his use at any time of any funds of the University was duly authorized by the Trustees; and that whenever he has been permitted to use his discretion in any purchases or expenses for the University, the bills and accounts have been duly presented to the Board, or its finance committee, and the payment thereof regularly approved. And the records show that all moneys of the University have been properly accounted for, and that no payments have been made from the treasury except upon the vouchers properly drawn by the Secretary upon the order of the Board.

Pres. Smart's time has been freely and fully given to the best interests of the University in the time of its greatest need and embarrassment, and its usefulness and the confidence of the people have been greatly increased thereby.

The Board at this time can not fail to express its entire confidence in the character and integrity of Pres. Smart, and it believes that the success of the University will be enlarged and extended by his continued devotion to its interests."

COMMISSIONER OF EDUCATION.

President Cleveland has at last appointed a successor to Hon. John Eaton, Commissioner of Education. Mr. Eaton resigned the place to accept the presidency of Marietta College, Ohio. The gentleman appointed is Hon. N. H. R. Dawson, of Selma, Ala., who, as the Journal

is informed, has no connection with educational interests, and never has had. Without saying anything against Mr. Dawson as an honorable gentleman, the Journal regards this appointment as an insult to the educators of the United States. Could Mr. Cleveland find no educational man in all the land competent to fill the place? It was expected that the President would fill the place with a man from his own party, but every one expected that he would choose from the educational ranks. That a politician should be placed in the highest educational position is a shame and an outrage.

This appointment kills, or ought to kill, all hopes of Congressional aid to the schools of the South. Should this appropriation be made, it would be the duty of the Commissioner to see to it that it was expended in the spirit and according to the ideas of the free school system. The North, who must pay the greater part of these millions, are not willing to have its expenditure supervised and reported upon by a man whose sympathy with free schools is simply the result of circumstances.

The appointment is an inexcusable blunder and a great misfortune to the South. The place should have been filled by one of the ablest educators in the land.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR JULY.

[These questions are based on the Reading Circle work of last season.]

WRITING AND SPELLING.—1. The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. What subjects among the eight common school branches are well fitted to train the practical judgment?

2. Indicate the general nature of the language work for the first two or three years.

3. What purposes may be accomplished by written examinations?

4. Show that a teacher who is skillful in imparting knowledge and in testing the pupil's knowledge must understand the intellectual processes of mind.

5. What opportunities does a school furnish for the use of a knowledge of motives?

ENGLISH GRAMMAR.—1. It was upon the platform *where* we watched. His antique sword, rebellious to his arm, lies *where* it falls. *Where* introduces what kind of clause in each of the above sentences? Give the equivalent of *where* in each sentence.

2. How smart a lash that speech doth give my conscience. Analyze.

3. Parse *lash* and *how* in the above sentence.

4. Correct, if necessary: (a) Give us less men and more money. (b) You will always find those kind of men engaging in strikes. Give reasons for correction.

5. Name the different uses of nouns in sentences. Give an example of each.

6. May the time soon come when the sword shall be beaten into plowshares. The time may soon come when the sword will be beaten into plowshares. Give the mode and the difference in meaning of *may come* in each of these sentences.

7. Define a transitive verb; an intransitive verb.

8. What is meant by *person* as applied to verbs?

9. Define mode. How is the mode of a verb determined?

10. The *Queen* of *England's* palace. Give the case of italicized words, with reasons.

11. The stick is a *foot* long. What does the italicized word modify, and how?

12. Whoever has made a voyage up the Hudson must remember the Catskill Mountains. Analyze.

HISTORY.—Give an account of the Reconstruction measures under Johnson, the discrepancies of view between him and Congress, the results to him and to the country, and the final results of the measures.

Answer not to exceed four pages.

PHYSIOLOGY.—Describe in detail, with the aid of such diagrams as may be necessary, the structure and the functions of each part of either the eye or the ear.

READING.—1. State how you would assign a lesson to a class in the Fifth Reader, what preparation you would require the class to make, and how you would conduct the recitation.

2. What benefits are to be derived from the study of American literature in advanced reading classes?

3. What is the relative importance of the reading lesson as compared with the arithmetic lesson: (a) in a primary class; (b) in an intermediate class; (c) in an advanced class.

4. Name four American poets and give a quotation from each.

5. (a) Name five juvenile books that can be profitably used in connection with the instruction in geography. (b) Where do you or would you get material for practice of pupils in sight reading?

ARITHMETIC.—1. What is the compound interest of \$2,500, for 2 years, 3 months, and 10 days, at 6%? 10

2. A note of \$200, dated Jan. 1, 1875, on which is paid, Jan. 1, 1876, \$70: What was due Jan. 1, 1877? (Interest at 6%.) 10

3. A tree stands by the side of a street 45 feet wide; a rope 75 feet long will just reach from the top of the tree to the opposite side of the street. How high is the tree? 10

4. If six men in 10 days build a wall 20 feet long, 3 feet high, and 2 feet thick, how many men in 16 days could build a wall 80 feet long, 2 feet high, and 3 feet thick? (By proportion.) 10

5. \$966.95 was paid on settlement of a note which had been on interest for 2 years and 9 months at 6%. What was the interest? 10

6. The net earnings of a gas company are \$22,425, and the capital stock is \$215,000. What rate of dividend can be declared, no surplus being reserved? What will be the dividend on 45 shares? 5, 5

7. What will be the cost of 4 sills, 2 of them being 24 feet long, and 8 in. by 6 in., and 2 being 30 feet long, and 8 in. by 6 in., at \$16 per M? 10

8. The difference in time in the observations of an eclipse, on two vessels at sea, is 2 hrs. 15 min. 10 sec. What is the difference in longitude? 10

9. The product of three decimals is .0189, and one of them is .54 and another 2.5. What is the third? 10

10. What is the cube root of 28.094464? 10

GEOGRAPHY.—1. Where are the Clyde and the Tweed? What city on the former?

2. Draw an outline of Chesapeake Bay, showing the place of entrance of each of the three largest rivers that flow into it.

4% for form and 2% for each river.

3. Describe the soil and climate of the valley of the Ganges. What city at its mouth?

4. Sketch outline of South America, and place two mountain systems and three rivers. 5 for outline, 1 each for mts. and rivers.

5. What natural advantage does each of the following cities gain by its location: San Francisco, Lowell, Mobile, Montreal?

6. Describe the Danube River.

7. What States would one cross in traveling directly from Charleston, South Carolina, to the Pacific Ocean?

8. Describe the mineral wealth of Indiana.

9. Give two illustrations of cases in which the physical conditions of a country control the occupations of its inhabitants.

10. Explain briefly the influence of climate on the development of man. Give examples.

ANSWERS TO PRECEDING QUESTIONS.

ARITHMETIC.—1. $\$2500 \times 1.06 = \2650 , first amt. $\$2650 \times 1.06 = \2809 , second amount. $\$2809 \times .06 = \168.50 . Interest on last amt. for 1 yr.—3 mo., 10 da. = $\frac{10}{360}$ year. $\frac{10}{360}$ of 168.50 = $\$46.817$. $\$2809 + \$46.817 = \$2855.817$, compound amt. $\$2855.817 - \$2500 = \$355.817$ compound interest.

2. $(1876 - 1 - 1) - (1875 - 1 - 1) = 1$ yr. $\$200 \times 1.06 = \212 , amt. due Jan. 1, 1876. $\$212 - \$70 = \$142$, bal. due. $\$142 \times 1.06 = \150.52 , Ans.

3. $\sqrt{75^2 - 45^2} = 60$ ft., Ans.

4. $\begin{array}{r|l} 16 & 10 \\ 20 & 80 \\ 3 & 2 \\ 2 & 3 \end{array} : : 6 \text{ men. } \frac{10 \times 80 \times 2 \times 3 \times 4}{16 \times 20 \times 3 \times 2} = 15 \text{ men, Ans.}$

5. $\$1.165$, amt. on $\$1$ for given time. $\$966.95 \div \$1.165 = \$830$, prin. $\$966.95 - \$830 = \$136.95$, Ans.

6. $\$22425 \div \$215000 = 10.43\frac{1}{3}\%$. $10.43\frac{1}{3}\%$ of $\$22425 = \$469.36 +$.

7. 6 in. = $\frac{1}{2}$ ft. $24 \times \frac{1}{2}$ ft. = 12 ft. 2×12 ft. = 24 ft. 24 ft. $\times 8 = 192$ ft. $\frac{1}{2}$ ft. $\times 30 \times 2 \times 8 = 240$ ft. 192 ft. $+ 240$ ft. = 432 ft. 432 ft. = .432 of 1 M ft. $\$16 \times .432 = \6.912 .

8. $(2 \text{ h. } 15 \text{ min. } 10 \text{ sec.}) \times 15 = 33^\circ 47' 30''$, Ans.

9. $\frac{0.182}{.64 \times 2.5} = .014$.

10. Ans., 3.04.

HISTORY.—The close of the Rebellion left four important questions whose settlement was necessary to the reunion of the States.

1. The disbanding of the armies peaceably.
2. The settlement of the financial questions.
3. The future condition of the freedmen; and,
4. The conditions under which the seceding States should be restored to their original places in the Union.

In answering the questions these points must receive the proper attention.

1. The difficulties in the way of disbanding a large army accustomed for four years to the comparative freedom from the restraints of civil law, in a country equally accustomed to the arbitrary and erratic exercise of military authority, the apparent difficulties in the way of promptly returning to the vocations of civil life must be considered; that, in the face of all these, 800,000 men were quietly and without any disturbance dismissed to private life, leaving the country as free from military rule as it had been before the war.

2. Must be considered the singular unanimity with which Congress determined that the war debt of the North must be absolutely inviolate, while that of the South should be as absolutely ignored—this coupled

with the fact that before the army was disbanded the payment of the debt was begun.

3. The adoption of the 14th and 15th Amendments to the Constitution, especially in their bearing upon the condition and citizenship of the freedmen particularly, and the colored races as a whole, must be considered, as well as their bearing upon the act of restoration of the seceded States to the Union.

4. Particularly must be considered the whole conduct of President Johnson, and Congress in reconstruction of the South; Johnson's original desire for summary vengeance and his complete change of view, by which he wished to place the States to be restored wholly or almost wholly under the control of those who had carried them out of the Union; the diametrically opposite view of Congress, with all their acts to carry out their views; the formation of the Commission; the appointment of the military Governors; the character of the carpet-baggers who largely overrun the South; the passage of the various acts of Congress for restoring the States; the vetoes of Johnson: the gradual progress of the congressional plan, and the estrangement of that body and the President, with his impeachment trial resulting in his acquittal, and the final restoration of all the States to the Union.

SCIENCE OF TEACHING.—1. Arithmetic, Grammar, Geography, History, and Higher Reading.

2. It should be such as to emphasize the art side of language. Use no technical grammatical terms. Lead the children to *use* the words correctly.

3. Gives all pupils the same tests, enabling the teacher to compare them. The teacher may learn whether the pupil has the ability to express his thought unaided. Trains pupils to be accurate.

4. If he is skillful, he takes advantage of the child's nature—i. e., he presents knowledge and questions in such a way as to stimulate the proper intellectual power. To do this he must understand these processes.

GEOGRAPHY.—1. The Clyde and the Tweed are rivers in the southern part of Scotland, the former flowing in a northwesterly direction into an arm of the Atlantic Ocean; the latter in a general easterly direction into the North Sea. In the lower part of its course, the Tweed forms a portion of the boundary between Scotland and England. Glasgow is on the Clyde.

3. (a) The soil of the valley of the Ganges is very fertile, and the climate warm and moist. (b) Calcutta.

5. San Francisco on account of its fine harbor, and its ready communication with Asia and Australia, has superior advantages for commerce. Lowell has naturally become a manufacturing city, because of its fine water-power. Mobile, from its location at the head of Mo-

bile Bay, is the natural place of export for the great products of that section. Montreal has the advantage of being situated on the river outlet of the great central lake system of North America; hence its large commerce.

6. The Danube is formed by the confluence of two streams rising in the Grand Duchy of Baden, in the Black Forest. Its general course is easterly, crossing the Austro-Hungarian Monarchy, and forming the boundary between Roumania and Bulgaria, flowing into the Black Sea.

7. South Carolina, Georgia, Alabama, Mississippi, Louisiana, Texas, California. One would also cross the Territories of Arizona and New Mexico.

8. The coal-fields of Indiana cover an area of 6500 square miles in the southwestern part of the state. In the northern part of the state are numerous deposits of iron ore. The limestone and sandstone quarries of Indiana are very valuable for building purposes. In the southern part of the state have recently been discovered beds of kaolin, said to be of the finest quality. Salt springs are found on the eastern border of the coal formation.

9. In the cold regions the occupations of the people are naturally hunting and fishing. Alaska furnishes a good illustration of this fact, the chief occupations being the collecting of furs,—chiefly seal—and the salmon and whale fisheries, etc. The tropical island of Cuba is especially adapted to the production of sugar, tobacco, tropical fruits, etc.; hence agriculture is the occupation of the inhabitants.

10. "Civilization depends on climate and agriculture." The earliest forms of civilized life naturally arise in those countries where harvests are certain and food plants grow spontaneously. Therefore we find that man first became civilized in the valleys of the Nile and the Euphrates. Extremes of heat or cold, however, are unfavorable for mental activity; hence as man progressed and learned to adapt himself to the conditions of nature, the highest development has been made in temperate climates, as is evidenced in the countries of Europe and America.

GRAMMAR.—1. It introduces a *substantive clause* in the first sentence, and an *adverbial clause* in the second. The first sentence is equivalent to "The *place in which* we watched was upon the platform." The second *where* is equivalent to *in the place in which*.

2. "That speech doth give my conscience how smart a lash!" is a simple exclamatory sentence, of which "that speech" is the logical subject, and the rest of the sentence, the logical predicate. "Speech" is subject nominative, modified by the demonstrative adjective "that." "Doth give" is the predicate verb, modified by the indirect object "conscience" and by the direct object "lash." The adjective "smart" is modified by the adverb "how," etc.

3. "Lash" is a noun, common, neuter, third, singular, and the

direct object of the transitive verb "give." "How" is an adverb of degree and modifies the adjective "smart."

4. (a) Give us *fewer* men and more money. *Fewer* denotes number and *less* quantity. (b) You will always find *that* kind of men engaging in strikes. An adjective implying number must agree in that respect with the noun to which it belongs.

5. The noun may be used in sentences chiefly as follows:

1. The subject; as, "The *sun* is hot."
2. The predicate; as, "Gold is a *metal*."
3. The direct object; as, "A cyclone destroyed the *town*."
4. The indirect object; as, "Give the *boy* some grapes."
5. The possessive; as, "The *man's* wants were supplied."
6. Object of preposition; as, "The boys are playing in the *park*."
7. Objective adverbial; as, "The street is two *miles* long."
8. An appositive; as, "The poet *Spenser* lived in the reign of Elizabeth."
9. Independent construction; as,—
"The gallant *king*, he skirted still
The margin of that mighty hill."
10. Absolute construction; as, "The *war* being ended, the soldiers were mustered out of service."

6. "May come," in the first, is in the subjunctive mode, expressing a wish. "May come," in the second, denotes possibility and is in the potential mode.

7. A transitive verb is one which generally requires an object to complete its meaning. Most intransitive verbs do not require an object to complete their meaning.

8. The form of a verb is often changed to agree with its subject; as, Thou *workest*, the man *works*, men *work*, he *goes*. Hence the modifications of *person* and *number* are said to belong to verbs.

9. Mode is determined by the manner in which the assertion of the act or state is represented.

10. *Queen* is in the possessive case, limiting the noun *palace*. *England* is the object of the preposition "of." Generally the expression is parsed as a noun in the possessive case.

11. It is an adverbial expression denoting distance, and modifies *long*. "The stick is long *to the extent of a foot*."

12. This is a complex declarative sentence. "Whoever has made a voyage up the Hudson" is the subordinate clause, and also the subject of the sentence. "Must remember" is the predicate verb of the principal clause, and is modified by the object *Catskill Mountains*. "Has made" is modified by the object *voyage*, and "voyage" is modified by the prep. phrase *up the Hudson*. *Whoever* is the subject of the subordinate clause, and also the connective.

MISCELLANY.

THE STATE FAIR will be held at Indianapolis from September 27 to October 2, inclusive.

County Supt. Hill, Mr. Rucker, and Miss Brogan taught a large and profitable normal at Lawrenceburg.

BOURBON.—The annual report prepared by the principal, A. J. Whiteleather, makes a good showing for the schools.

UNION CHRISTIAN COLLEGE, at Merom, Ind., makes a good showing by its catalogue recently issued. The college is worthy of liberal patronage.

BROWN UNIVERSITY, of Providence, R. I., one of the oldest and best colleges in the country, has for the first time opened its doors to women. The world does move.

ALLEN COUNTY.—The summer normal conducted in the Ft. Wayne College building by Supt. Felts and Pres. W. F. Yocum, numbered 175. This is the largest yet reported.

THE CLAY COUNTY institute was instructed by home talent, exclusively, this year, and the work seemed to be very satisfactory. The work of Co. Supt. Wilkinson is well received by his teachers.

HENRY COUNTY held an excellent institute this year. E. E. Smith, R. G. Boone, and Geo. F. Bass, ably assisted by home talent, did the work. A large number entered the Reading Circle. Supt. Wilson has his matters well in hand.

CLINTON COUNTY.—Supt. Sims has matters well in hand, as evidenced by the fact that he enrolled 147 teachers the first day of his institute, notwithstanding the fact that the morning was rainy and the day was the hottest of the season.

THE MARION COUNTY institute received its instruction this year from C. F. Coffin and W. F. L. Sanders, principally. These gentlemen make a strong team. The work was well liked. W. B. Flick is doing well as county superintendent.

JOHNSON COUNTY.—The course of study and manual prepared by Supt. H. D. Voris is certainly a good one. The diagram for the course of study and the plan for making a report of the school for the succeeding teacher are both good features.

CLARK COUNTY.—The institute this year was held in Jeffersonville and was largely attended. The chief instructors were R. G. Boone and Arnold Tompkins, and of course the work was well done. About 80 teachers decided to take the Reading Circle course. Supt. Carr knows how to make a successful institute.

DECATUR.—The new catalogue makes a good showing for these schools. A post-graduate course adopted a year ago is proving a success. A new school house, just completed, will add new facilities. Supt. G. W. A. Luckey is the power behind the throne.

LOGANSPORT.—On July 31 Supt. J. K. Walts made his twelfth annual report of the schools, in which it is clearly shown that the schools in all essential matters were in excellent condition, and that the last year was the best in their history. This speaks well for Mr. Walts.

THE RICHMOND NORMAL SCHOOL will start out this fall on a better financial basis than ever before, with Cyrus W. Hodgkin and J. B. Ragan as associate principals. This school has made an excellent record for thorough work and deserves success.

QUERIES.—(1) What must be one of the equal annual payments which will discharge an 8% note for \$1000 in 4 years?

(2) A straight line is drawn from the right angle, perpendicular to the hypotenuse of a right angled triangle dividing it into two parts 40 and 90 rods each; find area of the entire triangle.

TIPTON COUNTY.—Supt. Crockett is raising the educational standard of this county. His institute this year was one of the best. Cyrus W. Hodgkin, of the Richmond Normal, was the chief instructor. O. J. Craig of Purdue, and E. C. Kircher of the Logansport Normal were each present a part of the time and rendered acceptable service.

JACKSON COUNTY.—This county is on the up-grade, directed by Supt. Hamilton. The institute this year was one of the best. The instruction was chiefly given by W. E. Lugenbeel, of the Mitchell Normal, Mr. Fuson, of Salem, Ohio, and O. J. Craig, of Purdue University. W. A. Bell was present one day and gave an evening lecture.

CASS COUNTY.—The principal instructors this year at the institute were Hon. Thos. W. Harvey, of Ohio, author of Harvey's Grammar, and S. S. Parr, of De Pauw Normal. They were assisted by members of the faculty of the American Normal, J. K. Walts and J. C. Black. The institute was of course good. D. D. Fickle is the county superintendent.

MORGAN COUNTY.—The institute was instructed chiefly by Hiram Hadley, of Bloomingdale, and J. A. Woodburn and J. K. Beck, of Bloomington, assisted by J. R. Starkey and other home talent. Supt. Henry has published a "Teachers' Guide" which is about the completest outline of work yet published. It will certainly be very helpful to the teachers.

NEWTON COUNTY held its institute two weeks this year, with A. R. Charman and Mrs. Fannie Burt, both of the State Normal School, as the principal instructors. Mrs. Burt's chief work was to give illus-

trative lessons, and these lessons formed the basis for the theory and method work. A most excellent arrangement. Will H. Hershman is county superintendent.

MONTGOMERY COUNTY.—Co. Supt. Overton, A. N. Higgins, and A. G. Pattison taught a very successful six-weeks normal, which was followed by the institute. The normal enrolled over a hundred, and the institute about 180. State Supt. Holcombe and W. A. Bell “lent a hand” in institute week. This is one of the largest counties in the state and has a good corps of teachers.

CARROLL COUNTY.—An hour spent in the institute discovered a fair attendance of teachers, an excellent turnout of trustees, and an earnest, efficient corps of instructors. The major part of the instruction was done by Arnold Tompkins, of De Pauw Normal, and J. M. Olcott. E. M. C. Hobbs, of the American Normal, did one day’s work. Such instructors insure success. Jas. L. Johnson is Supt.

VIGO COUNTY.—Supt. Curry arranged for a summer “School of Methods,” to be taught by State Normal teachers. The plan was to have Miss Hill and Mrs. Burt, model school teachers, give lessons to classes of children and then have these lessons followed by criticisms and suggestions by Prof. Sandison. The plan is an excellent one and worked admirably. The attendance was good.

OHIO COUNTY.—This is the smallest county in the state. It employs only 36 teachers, all told, but it is by no means at the bottom of the scale when the efficiency of the schools is taken as a basis. The writer recently visited this county for the first time, and found a well conducted institute and an intelligent set of teachers. John M. Bloss was the chief instructor. Supt. Withers is doing good work.

RUSH COUNTY.—The institute opened small, owing to bad weather, but came out all right. W. H. Fertich was the principal outside instructor. A. R. Benton, Pres. of Butler University, was present two days and rendered excellent service. His lecture on “Colleges and their Relation to the Lower Schools and the Public” is excellent. E. H. Butler, the new Superintendent of Rushville, did some very acceptable work.

ADAMS COUNTY.—The teachers’ institute which was held the week beginning August 2, ’86, was ably instructed and well attended. It began with an enrollment of eighty teachers the first day. The greater part of the instruction was given by J. M. Olcott, of Greencastle, and W. H. Fertich, of Shelbyville, Ind. The institute work was highly appreciated by all present. Ten of the township trustees and the commissioners encouraged the institute by their presence within the session. The management was excellent and the institute was one of unrivalled success for Adams county.

DELAWARE COUNTY.—Co. Supt. Lewellen has arranged a record blank which each teacher is to fill out at the close of his school. It provides for every essential fact and yet is not too full. These reports are collected and bound, making a volume of valuable reference.

The institute was large and very satisfactory to all concerned. One hundred and fifty teachers were present the first day out of 152 required in the county. W. W. Parsons and Geo. F. Bass were the principal outside instructors.

BORDEN INSTITUTE, located at New Providence, will open this fall with good prospects. A commodious building has been erected by a wealthy citizen, W. W. Borden, who is interested in education and shows his interest in this tangible form. He has equipped the building with a library, cabinet, and other necessary appliances. Professor Borden is himself president of the faculty, and delivers lectures on geology. Such a man is worth more than his weight in gold to any community. Frank M. Stalker is principal of the school and directs its educational details. New Providence is a village on the L. N. A. & C. road, 15 miles north of New Albany.

MADISON COUNTY.—The Madison county institute began July 26. The instructors were Howard Sandison, Mrs. Emma Mont. McRae, and W. T. Giffe of Logansport. Prof. Sandison gave work in grammar, arithmetic, and mental science. His work was presented in a very logical and systematic manner. Mr. Sandison knows that the question of methods must sooner or later be worked out in the country schools, and devotes all his time in this direction. Mrs. McRae's talks on literature, history, and geography were of great benefit to the teachers, and were listened to with marked attention. Prof. Giffe was an important factor in the session. He gave instruction in music, managed the singing, and enlivened the work with his fund of fun.

Monday evening there was a reunion and spelling contest, in which R. I. Hamilton and W. S. Ellis tied. Tuesday evening Rev. Weichman, of Anderson, gave an interesting lecture on "Self-Education." Wednesday evening the elegant Music Hall was thrown open and Hon. W. R. Myers lectured on the subject "Compensation," and in the same hall on Thursday evening Ex-Governor Porter delivered his lecture on Gladstone. Friday evening, reunion.

The attendance was remarkable. One hundred and eighty were enrolled, ninety-nine percent of the teachers being present during the week. Thursday the Co. Supt. of Hamilton county, with one hundred teachers came over and remained for Gov. Porter's lecture. The remarkable attendance and more than ordinary success of the institute generally was due to the zeal and executive ability of Supt. Crittenger.

PED.

COMMENCEMENT AT CENTRAL NORMAL COLLEGE.

The Central Normal College, Danville, Ind., closed its tenth successful year Friday, July 30, the exercises lasting for five days. Monday evening the Aurora Literary Society gave a public program. Tuesday evening were given the Class Day Exercises of the Scientific Class. Wednesday evening the Alumna Address was given in the M. E. Church by Prof. O. P. Lee, of Seattle, Wash. Ter. Mr. Lee holds the chair of Elocution in the University of Washington Territory, and is a fine orator. For brilliant thought and graceful delivery his oration has not been equalled by that of any other alumnus. His subject was "Hidden Powers." The alumna banquet was held in the Normal Chapel and was a pleasant affair. Toasts were responded to by Mrs. Effie C. Adams, C. A. Hargrave, and Miss Mary Huron. The business meeting of the association resulted as follows: President, J. E. Harrison, of Poland, Ind.; Vice-President, J. E. Sherrill, of Danville, Ind.; Secretary, Jennie Rands, of Danville, Ind.; Speaker for next year, Prof. W. T. Eddingfield, of Idaho Springs, Colo.

(The graduating classes appeared on the stage Thursday and Friday. Thursday afternoon and evening the members of the Teachers' Class spoke, Miss Kate Huron being in charge and conferring the diplomas. Friday forenoon and afternoon the Scientific Class delivered orations, being in charge of Miss Dora Lieuellen, who conferred the degrees. Friday night came the closing session, when the orations from the Classic Class were heard. Prof. Jonathan Rigdon presided at this meeting. All these classes were strong, and the productions given were of high order) The audiences were large and the best attention was given. At the last evening sessions the large chapel proved too small to accommodate the crowds who applied for entrance. Many were turned away.

Miller's orchestra was in attendance on Thursday, and the Alliance orchestra on Friday. On both days some fine solos were rendered.

The school has had during the past year its usual large attendance, and in every way enjoys substantial prosperity. Several hundred dollars have been expended in improvements during the past year, and next year a large addition will be made to the free library. Mrs. F. P. Adams, the President, is determined to keep abreast of the times. The faculty will remain essentially the same as last year. The eleventh year will open August 31.

Dr. E. E. White was installed as Supt. of the Cincinnati schools Aug. 16. He made an address to the board of education on the occasion, in which he asked for hearty cooperation and said that whenever the board could agree upon some other person to take his place his resignation was ready.

READING CIRCLE OUTLINES FOR OCTOBER.

MATTIE CURL DENNIS.

Green's Shorter History of the English People—Pages 39 to 93.

A very racy, piquant epitome of the history of the English people may be found in the following extract from Defoe's poem entitled, "The Free-born Englishman":

"These are the heroes who despise the Dutch
And rail at new-come foreigners so much;
Forgetting that themselves are all derived
From the most scoundrel race that ever lived,
A horrid crowd of rambling thieves and drones,
Who ransacked kingdoms and dispeopled towns;
The pict and painted Briton, treach'rous Scot,
By hunger, theft, and rapine hither brought;
Norwegian pirates, Buccaneering Danes,
Whose red-haired offspring everywhere remains;
Who joined with Norman-French compound the breed
From whence your Free-born Englishmen proceed.
And lest by length of time it be pretended
The climate may the modern race have mended,
Wise Providence, to keep us where we are
Mixes us daily with exceeding care."

Whatever Defoe may think of Englishmen, they are still the men who never know when they are conquered, and Briton is still the country which can produce an Arthur, an Alfred the Great, a Chaucer, a Wellington, a Gladstone, or an "Adam Bede." It is still the "Fairie Lande" of chivalrous manhood and virtuous womanhood, and the "Fatherland" of those principles of political, civil, and religious freedom which are ultimately to ennoble and enrich the whole human race,—

"For so the whole round earth is every way
Bound by gold chains about the feet of God."

The following points should be carefully noted in the preparation of the work of this month:—

- (a) The prehistoric remains, especially those of Druidism. The power and character of the Druids.
- (b) Commerce with the Phoenicians and Greeks, caused by the discovery of tin and copper in Southwestern England.
- (c) The conquest by the Romans; its duration and influence.
- (d) German invasion and final supremacy; their gods Thor and Woden.
- (e) The preservation of Christianity in the Irish monasteries and the cause of the introduction of Catholicism into Kent. The growth of religion in Briton.
- (f) The causes which led to the formation of the Saxon Heptarchy and the Danish invasions.

NOTE.—Egbert was the first Overlord of this Heptarchy; he acquired the ability to become this by spending 13 years as a pupil at the Court of Charlemagne; (verily a man's gifts make room for him.) Study carefully the origin and development of English government.

Characters mentioned in the text that deserve special attention:—Vortigern, Arthur, Boadicea, Egbert, Dunstan, Beda, and Alfred.

Some suggestive helps for those who care to pursue collateral reading on the work contained in the text:—Stonehenge, by Emerson; also, first chapter Knight's History of England, pp. 3, 4, and 5; the first and second chapters of Hughes' Tom Brown at Rugby; Life of Alfred the Great, by author of Tom Brown at Rugby (price 20 cents); Tennyson's Idyl of the King and the Death of Arthur; also Boadicea, by same author; Essay on England, Cyclopaedia Britannica; Wordsworth's Sonnet on Alfred the Great; Dickens' Child's History, first four chapters. Read Shakespeare's Cymbeline to find the Cunobelin of history, and Shakespeare's King Lear to find the personification of that fabled race of Kings that preceded the Roman Conquest.

Remember this collateral reading is only suggested, not assigned as a part of the required work, but he who cares to pursue it will find that to him will open up new fields of thought and culture that will beautify and enrich the mental pictures of all his future.

—:o:—

HAILMAN'S LECTURES ON EDUCATION—*Lecture I.*

1. The history of an art furnishes the basis of its progress.
2. Not the rediscovery of principles, but the *propagation* of principles is the work to be done.
3. Fruitless experiment in education is a grievous wrong.
4. The evils that beset the profession of teaching are due largely to professional ignorance and a demoralization of professional ethics.
5. The scope of the teacher's history of education.
6. The Chinese and Japanese present exactly the opposite of our aims.
7. Want of individuality, decorous conduct rather than moral strength and feeling, and dogmatic instruction—all characteristics of Oriental education.
8. The progressive spirit of Japan. A cheering prospect of Mongolian development.

HUBERT M. SKINNER.

PERSONAL.

- A. W. Dunkle will hold the reins at Delphi.
- H. J. Ridge retains charge of the Everton schools.
- F. D. Churchill still supervises the Aurora schools.
- A. J. Reynolds will continue in charge at Pendleton.
- B. F. Wissler is principal of the Hagerstown schools.
- J. C. Gray will continue in charge of the schools at Brazil.
- J. B. Lemasters will have charge this year at Morgantown.
- A. N. Higgins enters upon his second year at Waynetown.
- P. H. Kirsch will continue as Supt. of the Franklin schools.
- W. H. Rucker is principal of the Lawrenceburg high school.

Thos. V. Dodd directs the educational ship at Lawrenceburg.

Miss Phebe White is principal of the New Castle high school.

Bailey Martin remains as principal of the Franklin high school.

W. R. Snyder will remain in charge of the Muncie high school.

C. W. Crouse enters upon his third year as principal at Harmony.

Wm. R. J. Stratford is the new principal of the Vevay high school.

E. E. Stevenson will remain in charge of the schools of Rising Sun.

G. A. Hawkins will continue as principal of the White River graded school.

Ex-State Supt. John M. Bloss will continue in charge of the Muncie schools.

J. B. Starr is entering his second year as Supt. of the New Albany schools.

F. T. Miller will have charge of the New Amsterdam schools the coming year.

C. L. Hottel is retained at Brownstown for the coming year at an increased salary.

Wm. M. Craig, for many years Supt. at Rockville, will remain this year at Waveland.

J. W. Stewart, ex-county superintendent, will control the Cardonia schools this year.

Elwood O. Ellis is principal of Fairmount Academy, and is making an excellent school.

Jos. S. Esterbrook has been nominated for State Supt. by the Republicans of Michigan.

M. A. Hester, formerly of Charlestown, will have charge of the Xenia schools the coming year.

J. W. McBroom, of Edinburg, will take the principalship of the North Ward school at Columbus.

O. P. Fairfield, a graduate of Union Christian College, is engaged to take charge at New Lebanon.

Thos. Newlin has returned to Indiana and will again assume the principalship of Spiceland Academy.

W. S. Wood has served Seymour seven years as Supt. of schools, and has been retained for an eighth.

T. D. Aker, a graduate of the State Normal School, will have charge of the schools of Trafalgar next year.

C. W. Harvey, one of the old "wheel horses" among the city superintendents, is to remain at New Castle.

Eli T. Tappan, of Gambier College, has received the nomination on the Republican ticket for State Supt. of Ohio.

W. J. McCormick, of Wollcotville, takes the principalship of the New Harmony schools. He is a State University graduate.

J. G. Scott will remain in New Providence a seventh year. He has the department of mathematics and history in Borden Institute.

A. C. Goodwin, formerly of Indiana, but now of Owensboro, Ky., is one of three who constitute the Reading Circle Board of Kentucky.

Walter S. Smith, formerly of Indiana, will continue in charge of the Owenton (Ky.) high school, a place he has filled for two years past.

Geo. W. Dealand is to continue in charge at Perrysville. He, with Mr. Tomlin G. Clinton, taught a successful normal in July and August.

E. W. Wright, a graduate of Harvard College, has been re-elected Supt. of the Kendallville schools, and heartily endorsed by the school board.

W. W. White, after several years' residence in Michigan, has returned to Lewisville, Ind., and will take charge of Rich Square Academy.

E. H. Butler takes the schools of Rushville, not of Connersville, as stated last month. D. E. Hunter, who has just located at Connersville, objects.

Jasper Goodykoontz will leave Indiana to take a professorship in Hedding College, Abingdon, Ill. The Journal congratulates him on this promotion.

MARRIED—M. D. Avery, Prin. of the Training School Department of the Indiana State Normal, and Eugenia Stokesberry, a teacher and State Normalite, July 22, 1886.

John Donaldson, of Terre Haute, has been offered the principalship of the schools at Buffalo, Wyoming Ter., at an increase of salary, but he has decided to remain in his old place.

W. F. L. Sanders, Supt. of the Cambridge City schools, author of the excellent articles on Arithmetic that have been appearing in the Journal, is becoming a popular institute worker.

Lottie Latham, for 15 years a teacher in the Rising Sun schools, but who, for the past two years, has been teaching in Kansas, is re-elected for the ensuing year at Sterling, Kansas.

O. T. Dunagan, a graduate of the State Normal School, and who for two years past has been at Shoals, will be principal of the Teachers' Department in the Jennings Seminary, at Aurora, Ill.

Mrs. Lucia Julian Martin, principal of the Indianapolis Training School of Expression, has lately been giving addresses and evening readings before county institutes in various parts of Indiana.

O. P. Jenkins, Prof. of Natural Science in the State Normal school, has been elected to a similar position in De Pauw University. His special department is Biology. He is a good man for the place.

Chas. F. Coffin, former Supt. of the New Albany schools, has begun the practice of law in New Albany. He has been spending a part of his summer vacation doing some very acceptable institute work.

H. S. Tarbell, formerly of Indianapolis, now of Providence, R. I., was most kindly greeted by his many Indiana friends at the Topeka meeting. Mr. Tarbell is growing quite portly, quite gray, and quite handsome.

J. W. Holcombe, the present incumbent, was defeated in the late Democratic convention in his efforts to be nominated for a third term. This however does not destroy the facts that Mr. Holcombe has made a good Superintendent, and that he was the choice of a large majority of the teachers, whose prejudice against a "third term" is not so strong as to make them want to displace an efficient *educational* officer on that ground alone.

Henry Gunder, for many years principal of the North Manchester schools, afterward of the New Castle schools, but for several years out of the work, will return and take charge of the North Manchester schools again.

W. I. Davis, formerly of Indiana, has for a few years past been teaching an Indian school at Tahlequah, Ind. Ter., but will the coming year have charge of a U. S. Indian training school at Grand Junction, Colorado.

Miss Rebecca S. Rice, a graduate of Antioch College and a student under Horace Mann, is principal of a "Girl's High School" at 487 La Salle Ave., Chicago. She will doubtless give girls placed under her care excellent advantages.

Geo. F. Bass, a supervising principal in the Indianapolis schools, has been doing some very acceptable institute work in different parts of the state. His specialty is methods in primary instruction. His evening lectures are unusually popular.

John M. Coulter, of Wabash College. J. C. Branner, of the State University, and Lillie J. Martin, of the Indianapolis high school, represented Indiana at Buffalo in the recent meeting of the American Natural Science Association. All read papers.

J. W. Holcombe, State Supt., and Hubert M. Skinner, his efficient assistant, are engaged in writing "The Life of Thomas A. Hendricks." The book is well under way and is being rapidly sold by subscription. The work is deservedly receiving many strong endorsements for its literary merit.

Lillie J. Martin, teacher of natural science in the Indianapolis high school was made a "fellow" of the American Association for the Advancement of Science at its recent meeting at Buffalo, N. Y. This is a deserved compliment, as Miss Martin is an indefatigable student and an earnest, efficient teacher.

Miss Jane Bancroft, for eight years past Dean of the Woman's College and Professor of the French Language and Literature in the Northwestern University at Evanston, Ill., was appointed Fellow for History in Bryn Mawr College, Pa., at the end of last year (1885). Miss Bancroft is a graduate (1877) of the University of Syracuse.

B. W. Everman, formerly Supt. of Carroll county, and a graduate of the State University, has been elected Prof. of Natural Science in the State Normal School, to take the place of Prof. Jenkins, resigned. Mr. Everman has been taking a post-graduate course and doing special work in natural science, and is well qualified to fill the place to which he has been chosen.

Miss Cassie R. Chase, of the Indiana State Normal, who has taught for the last two years at Fort Davis, a military post near the Mexican border, was married recently to Rev. S. G. Kilgore. Mr. Kilgore was appointed last fall to a mission field in Mexico, and has with his bride entered upon his missionary labors among the Catholic population in the city of Chihuahua, Mexico.

BOOK TABLE.

VAN ANTWERP, BRAGG & Co. have just issued Dr. E. E. White's new book on "The Elements of Pedagogy." Knowing the author as we do we expect something superior in its line.

THE INDIANAPOLIS WORLD is a weekly paper published by L. E. Christy in the interest of the colored people. The paper is well edited and contains much that the people for whom it is intended should read and know. The colored people, and also others interested in the welfare of this long abused race should give this paper a liberal support. Subscribe for the paper, and then don't forget to pay for it.

SELECTIONS FOR WRITTEN REPRODUCTION: By Edward R. Shaw. New York: D. Appleton & Co. Chas. E. Lane, Chicago, Western Agent

This is a book of 100 pages, containing a collection of narratives on simple subjects, put, at first in very simple style, gradually growing more difficult toward the end. The selections in the main are short and interesting. It is intended to be read to the pupils, who are then required to reproduce the story in their own words. This furnishes an excellent exercise in attention, memory, and composition.

SHORT STUDIES IN ENGLISH: New York and Chicago: A. S. Barnes & Co. Cyrus Smith, Western Agent.

This book is an attempt to teach grammar and composition at one and the same time. The attempt is not new, but it is in the right direction, and those teachers who believe that the surest way to clinch a principle in language in a child's mind is to put it in practice in writing will receive the book with great pleasure. It furnishes work not only for the child's brain and memory, but for his hands and eyes also. Perhaps this cultivation of the powers of observation in the child is one of the *great* merits of the book. The method of the work is to place before the pupil a picture, and by skillful questioning lead him to observe closely the details of the picture as well as its general outline, and then reproduce in words what he has taken in through his eyes. The reproduction gives opportunity for instruction in the use of capitals, the construction of the sentence, the offices of the different parts of speech as well as the use of the different marks used in punctuation. Especial attention is given to the art of letter-writing, one of the most common as well as one of the most neglected branches of composition. An examination of the book will commend it to every progressive teacher.

THE KINDERGARTEN AND THE SCHOOL: Published by Milton Bradley Co., Springfield, Mass. Thomas Charles, Chicago, Western Agent.

One would hardly gain any idea of the contents of this book from its title. It is the result of the experience of four earnest kindergarten workers who, at the earnest solicitation of the publishers have undertaken to give the origin and progress of the kindergarten and its peculiar relations to common-school work. It consists of five separate papers, furnished respectively by Miss Anne L. Page of Mass., Miss Angeline Brooks of Conn., Miss Alice H. Putnam of Chicago, and Mrs. Mary H. Peabody of New York. In this book these ladies give the student, 1st, A biographical sketch of Fröbel, the originator of the Kindergarten; 2d, The Theory of the Kindergarten; 3d and 4th, The Methods of the Kindergarten and their Influence on Educational

views and practices; 5th, The ways and means of making Kindergarten theories and methods available in public schools. That an acquaintance with the subjects discussed in the first four papers should precede an attempt to put in practice the ways and means set forth in the fifth paper will be generally conceded. Hence the completeness of the book. The book does not pretend to be exhaustive in any one of the departments indicated by the separate papers. But as the preface states it: "If it may inspire some progressive teachers to know more of Fröbel and the results of his work, if it shall enable them to sift the true from the false in the great mass of literature at present being published under the guise of 'The New Education,' the design of the authors and publishers will be met."

BUSINESS NOTICES.

THE RICHMOND NORMAL will open its fourth year on Tuesday, Sept. 14, 1886. Catalogues sent on application. Address C. W. Hodgins, or J. B. Ragan, Richmond, Ind.

TOKOLOGY.—Those who are familiar with Dr. Alice B. Stockham's book for women entitled *Tokology*, will not be surprised to learn that it has reached the 50th edition, and has been translated into German.

NOTICE TO STATE NORMAL SCHOOL STUDENTS AND OTHERS.—Prof. N. Newby's "Outlines of Number Science" (New Edition), is now ready. It is greatly enlarged, and contains a discussion of the arithmetical work done in the school,—including forms of solution for all classes of exercises. Sent by mail for *One Dollar*. Terre Haute, Ind. 9-11

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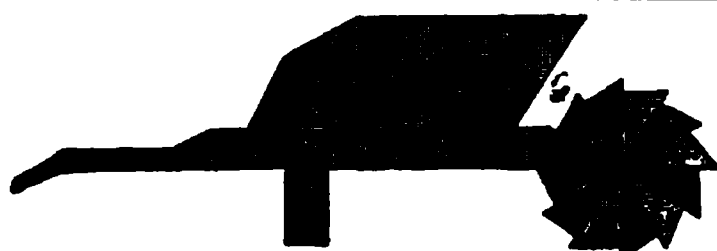
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THE TEACHING OF ARITHMETIC.

BY H. W. HARRIS.

TO the teacher of the public school perhaps no part of the course presents more real difficulties than does that of arithmetic—not viewed, of course, in the narrow sense in which its sole aim is to make the pupil an expert in “doing sums,” but in that broader sense in which its disciplinary and practical value is fairly recognized.

The teacher feels that from this study his pupils ought to get a kind of drill that they can not get from any other. He wants them to become acquainted with rules and definitions, but he wants something more than this. He sees that it is quite possible for his pupils to be able to solve long lists of problems and yet know little of arithmetic; to be apt in quoting rules and principles and yet be ignorant of both. In short, in no other study that is taught in the public schools are results likely to be more deceptive than in the one in hand. In no other study is more skill required that these results shall be of a kind and amount satisfactory to all concerned. To say that the study of arithmetic is an excellent discipline for the mind and eminently practical in the affairs of life is one thing, to make the study yield such discipline and such practical advantage is quite another. And, as every teacher knows, to set these things up as appropriate ends to be attained is far less difficult than their actual attainment. Perhaps nothing has been better for the teacher and for the school than the criticisms that occasionally come from an impa-

tient outside world, far more willing to see practical results and discipline of mind than to hear much of either. The effectual check thus placed upon mere theorizing, and the changes made in methods of teaching and courses of study have more and more made the lines of school work trend with the lines of life work.

From the criticism of that element which asks for results the teacher of arithmetic has not wholly escaped. It is claimed that our pupils, after the study of arithmetic, do not always show the ability to apply principles and an expertness and assurance which they ought to show. Our boys and girls, for instance, work out long bills given in text-books, and sometimes fail to compute very small ones at the store. With all the time usually spent upon some subjects, as percentage and its applications, when called upon to apply the principles to problems of every-day life, they are not infrequently found wanting. The merchant hears his daughter of thirteen talk of true and bank discount, of insurance, duties, and other such subjects. He gives her a problem from his day's business only to find, perhaps, that she knows little or nothing of what she is talking about. The boy who has finished the "tables" in his arithmetic, backs down when asked to measure a board or to find how many perches of stone are needed in a wall his father is contracting to build. Even pupils in the high school sometimes display a timidity, when problems are taken to them, or a want of ability, in the problems they take to their friends, that is used with some justice as an argument against the course of instruction they have received. Nor are the patrons of the school alone in finding the work not wholly satisfactory. Every teacher must have felt again and again a feeling of disappointment that his pupils do not show more aptness in reasoning and seeing the various relations of numbers.

Pupils usually study even the harder parts of arithmetic at an age when much of it is beyond their comprehension. Given the fact that the average pupil of thirteen or fourteen has just "finished" discount, stock investments, and annuities, and it is safe to conclude that he has received little of real value from them. As little can be gotten in arithmetic from the high school except a hasty review, the subject must be mainly disposed of in the

grammar grades. And as the subject is mainly valuable from its exactness, the pupil ought to be required to go only so far as his knowledge is accurate and readily applied. Whether studied for mental training in its broadest sense, or as a preparation for every-day life, a thorough mastery of a few subjects is far more desirable than a hazy, uncertain view of many. It will be better for the pupil in every way to leave school with a thorough knowledge of the promissory note and case first of interest, with abundant practice in using the latter, than to have a dimly defined knowledge of all the cases and but little practice in any of them.

There can be but little doubt that in many schools effort is being made to teach entirely too many parts of arithmetic. A course is mapped out and placed in the hands of the teacher, who, in his attempt "to get over" it, fails to secure that thoroughness which in mathematics is the first essential. Revision has already left many of our text-books upon the subject much reduced in size, and they could be used to better advantage in most of our schools if abridgement went still further. Annuities, stock investments, equation of payments, the metric system, and geometrical progression are all of less importance to the average boy or girl than a thorough working knowledge of the other divisions of the subject. If this knowledge can not be secured without their omission they should be dropped on precisely the same ground that hundreds of other subjects, valuable in themselves, are left out of the common school course.

Aside from the hindrances that arise from trying to teach too many divisions of the subject, there are others that are likely to arise from the way in which pupils are allowed to take hold of it. We notice under this the improper use of text-books, many of which contain language so difficult as to require too much of the pupil's energy in its mastery, if indeed it is mastered at all. If the teacher follows the order of many of the so-called "complete" arithmetics, or acts upon a sometimes misapplied theory that the definition of terms must precede the learning process, he will perhaps insist that in taking up any new division, all new words must be defined. As a matter of course, the class are not prepared to make headway in insurance, until they know what

insurance is. When the pupil has thoroughly learned that "insurance is a guaranteed indemnity for loss," and that the premium is the sum paid to get this "guaranteed indemnity," the teacher may conclude that the pupil is prepared, or more nearly prepared, to learn and apply the principles of insurance, forgetting, possibly, that pupils reason from ideas, not words, and that a definition logically perfect, and to the teacher simple enough, may leave no properly defined idea in the mind of the child. Nay, it may even render ideas already partly defined in his mind more obscure. Most boys of ten have a somewhat clear idea of a horse, but not many boys of that age would recognize the animal under its scientific definition. In arithmetic, as in other studies, clearness of idea is the first essential. To secure this the watchful teacher will ever be on the alert. For he knows that, as the child begins to draw inferences and reach conclusions, they will be sound or faulty as the starting points are correct or incorrect. And yet how unlikely it is for the pupil, depending upon the language of our authors, in arithmetic, to get correct concepts of the new things he is to deal with. Instead of coming to him in the boyish vocabulary in which he himself describes, and in which descriptions must come to him if he fully understands them, the language used often bears scarcely a semblance to his own. Authors, in order to be logically correct, use many words which the pupil here meets for the first time, and what is even more confusing, many words are used in a sense wholly different from that to which the pupil has been accustomed, and are likely to suggest erroneous ideas. His vocabulary must be readjusted when he talks of "common divisors," "the multiplication table," the plus mark being a "character," numbers being "odd," fractions being "simple," "proper" or "improper," addition being a process of "finding," multiplication of "taking," etc., etc. "Customs" and "duties," "capital and stock," "dividends," and the "five problems of interest," with a host of other words used in a special sense, tend to mislead because the pupil has been acquainted with them in a wholly different sense. The pupil in short division finds this lucid description of the process: "In short division the partial products and partial dividends ar

not written but are formed mentally." If such definitions are intended for children seven or eight years old to read and understand, the author might almost as well have put the sentence into Latin at once. And yet these books sometimes get into the hands of beginners whose first lesson in a new subject is to "get the definitions." With these carefully memorized by the class, and perhaps explained once by the teacher, the pupils are ready for problems. Each day the definitions are carefully reviewed—but the explanation of them is not repeated, perhaps, at all. It presently becomes cause of wonder that pupils who define so well seem to get principles and processes so slowly. The fact is, the pupil has not defined at all. He has only recited words. The definition which the pupil must have is a definition which will enable him to see the thing itself. From what is in his mind, not what is on his tongue, the pupil becomes a discoverer in process and principle.

Perhaps of all the blunders we are likely to make in our teaching of any subject, the worst is to put our trust in mere words. We use words and imagine we are teaching. Our pupils recite words to us and we imagine they are taught. Could we look into our pupils' minds, possibly where we imagine there is order, activity and growth, we would often find with Hamlet nothing but "words, words, words."

To return to the case in hand. It is reasonable to suppose that if the child has really mastered the definitions, after hard work upon them, or has merely memorized them without an understanding of them, he has less energy in reserve for that which is the real object of study. Confusion in this case does not imply any defect in the text-book used, since it may arise from the improper use of a text-book, however perfect. If the order in which the parts of a subject are presented be badly chosen by the teacher, or if the text-book be not supplemented by proper instruction, results must be unsatisfactory.

The plan of keeping mere technical language in the background as much as possible, if carried out, will often prevent the pupil from that confusion of mind which renders progress all but impossible. In taking up a new topic it is always well to see

what notions pupils already have upon it, and from questions and hints to let them form new ones, and deduce as many principles as their own minds will suggest. If stocks and dividends, for instance, are to be studied, it will be best to let the author's definitions alone for two or three lessons. Before the class reads any upon the subject they should be talked with and questioned about some large mill or factory with which they are acquainted. The teacher will often find that his pupils already have nearly all there is in the subject, except a few generalizations and names for things, quite clearly defined in their minds. In this case they know that this and many other large shops are built by men who put their money together; that each man, therefore, owns a share; that such shops are built for profit; and that each man shares the profits, and that if there be losses, he must share these. The principle that determines each man's share of the gain or loss is readily deduced by the pupils themselves. All they seem to lack is a few names for concepts, which no amount of word definition would render clearer. Names should not be given yet. Let the teacher select suitable problems, stated in language familiar to the pupil, with the object of making him better acquainted with his new possessions, and with the application of the principles he has discovered. When he shows that he understands perfectly just what he is doing and what *things* he is working with, he may be given the names, which he can now readily apply and retain. The problems he has solved should now be re-written in the technical language of the subject and solved with as many others as are needed to make the pupil thoroughly acquainted with all the parts of the subject, its language, processes, principles and rules.

The plan of having pupils write short abstracts of their problems, before they begin solution, is a good one to aid in familiarizing them with the meaning of terms. In this way, also, they are likely to get a clearer idea of what they are to do and why they do it. Thus, if the problem be one in commission to find rate, let it be stated first on the blackboard or slate, that such a number is the base; such a one the commission, and that the rate of commission is to be found. This may be followed by the for-

mula or in the operation merely indicated by the use of signs.

As much of the difficulty pupils have in the solution of problems arises from a failure to see the conditions of the problem, this weak point should be fortified by the use of problems selected merely for drill in this one direction, the solutions being omitted.

The way in which pupils are sometimes allowed to read problems is another source of blunders. A second or third reading will frequently give the pupil an insight he does not get at the first reading.

In the analysis of problems, appearances are likely to be deceptive. It is not enough that the pupil recites glibly some perfect form of analysis put into his mouth by a methodical teacher. While it is of the first importance that the pupil reach his conclusions correctly, it can benefit him little to use the language of a logical conclusion when he does not see that he has drawn such a conclusion. While the ready definition of terms and the clear statement of rules and solutions are to be insisted upon as essential to complete work, there is something back of them of more importance. The first concern of the pupil is to get a firm mental grasp of the subject itself, and afterward to obtain what is of less value, a better fitting and more popular dress in which to clothe his ideas. With nothing but this mental grasp it is possible to conceive of him meeting all the exigencies in which he is likely to be placed; without it he is fitted for none.

While the science of numbers is wholly an abstract science, the pupil gets his first lessons in it directly from the concrete, and in the further development of the science in his mind he may be frequently aided by a wise reference to things tangible. The primary teacher who teaches her pupils their earliest notions of number by having them count *objects* and perform the fundamental operations of arithmetic with *objects*, acknowledges an educational principle never to be lost sight of in schools of any grade. A wise use of objects which the pupil can see not only enables him to get clearer mental pictures of them and thus renders his judgments more reliable, but it has another merit. The pupil who is not taught to see that *things* lie close to the truths he is studying will be likely to conclude that the knowledge found

in his arithmetic and grammar has no counterpart in the busy activities and upon the tongues of men just outside of the school-room. The realities of life should be constantly foreshadowed by the relations of the school. There is danger of a neglect just here which will prevent the teacher using all the resources in reach. Every teacher of the metric system would insist upon having a meter and other appliances, even though his pupils had already completed the other tables and were ready for a better understanding of the new system. But how many boards of education or how many teachers have deemed a bushel basket a necessary piece of apparatus to be placed before the class just beginning the study of dry measure? And yet all the arguments that demand a meter and liter will apply with increased force in asking for a bushel and a gallon measure.

"Oh," says some one, "our pupils can see these things every day." Granting that many of them do have the opportunity to see them, the question is, do they see them? Are we sure that our city pupils have an approximately correct idea of these important units, the bushel and the gallon, after all they have said about them? And yet why should they not understand them? If these subjects are entitled to a place in the school course, they are worth teaching in some way that shall give our pupils reasonably correct notions of them.

Some of our boys have been digging imaginary ditches and building imaginary walls the past few months at so much per rod. They have told us for the fortieth time that there are just forty rods in a furlong. Surely they know what a rod is. They know that it contains five and one-half yards or sixteen and one-half feet, and that it is one three hundred and twentieth of a mile long. What more could be asked? If clearness is desired, considerably more is needed. If the pupil knows the rod he must know it as a unit, just as he does the foot and inch. We have already seen that the pupil's ability to combine units abstractly and to see his combination is so small as to be almost worthless in estimating distances. Resort must be had then to some method which will teach him the rod not only as made up of units but as itself a unit. There are many reasons why a well defined idea

of our principal units of weight and measure should exist in the minds of pupils before leaving school. The acre, rod, ton, gallon, ounce, grain, etc., are common terms in the mouths of all classes, and an understanding of the things back of these words lies at the basis of much of our practical knowledge and usefulness. In all the public schools of France and Belgium, it is said, are to be found complete sets of the weights and measures used in those countries. The pupil there learns weights by weighing and measures by measuring. If the pupils' first notions are correct he is ready to make intelligent comparisons and to develop correctly one of the highest faculties in his mental outfit.

In teaching geography, history, or even reading, it is often found convenient to have several distances about the school premises ascertained to use in comparisons. If the height of the school building or some steeple or tall chimney near be known, the pupil may be aided in getting clearer ideas of the bridges, falls, buildings, trees, monuments, and other things of which he reads. He not only gets correct ideas in this way but is far more likely to get the habit of looking at things for some purpose.

Many of the problems selected by the teacher should deal with real persons and be real problems. The business enterprises of the town, newspaper reports of markets, county and state statistics, afford good matter for the blackboard and give an air of reality and purpose to the work which the fictitious Mr. A's and Mr. B's do not give. While we can scarcely hope that educational reform will do for us in teaching arithmetic what it has done for us in teaching geography, there are helps of which we may avail ourselves at almost every stage of the work.

In conclusion it may be added that the results gained in the study of number, as of any other branch, depend mainly upon the teacher's conception of what those results ought to be, and upon the tact and energy used in securing them. If the power of holding the attention of the mind upon one thing is an end desired, arithmetic may be made to yield that end. If a right perception of relations, the power to discriminate and to choose the correct one from among the incorrect many, to hold in mind

them necessary. Many of the ideas indicated by the terms or words subsequently introduced are, of course, as simple as those which preceded them, while others grow out of subtle relations, properties, etc., not perceived or regarded during the former period, even if the subject with which they are connected had received consideration and been dignified with a name.

Generally speaking, the words of a language, particularly those added to the primitive stock, come from various sources. Many of them spring up spontaneously, as it were, as soon as there is a demand for them, but frequently the greater number of them are appropriated, generally modified or compounded, from other languages. The grand structure of modern English, while it has grown from the Anglo-Saxon as a nucleus, is composed in the main of an accretion from the Latin, Greek, German, French, and other languages.

The mania that prevails for everything foreign extends itself to our language and has tended to diminish the Anglo-Saxon element far beyond the limit of necessity or prudence. All along the line foreign invaders have been driving out simple and concise terms previously in use and whose places, in many instances, they fill very badly. Let the shades of "inwit" (conscience) and many others that have long since passed out of use, bear witness to this fact.

A very effective method of getting at the meaning of many of the words of the language, consists in tearing them apart and considering the simple forms of which they are composed. The mastery of a few of these forms or roots will serve as a key to the meaning of a great many words, and thus save much time and labor both to teacher and pupils. Take, for instance, the following roots: *tele*, far off; *graphs*, to write; *scopos*, to view; *logus*, a discourse; *geos*, the earth; *cosmos*, order (the universe); *micros*, small; *phona*, a sound; *metros*, a measure. By combining these simple forms we get telegraph, telegraphy, telegrapher, telegraphic, telescope, telescoping, telescopic, telephone, telephonic, phonograph, phonography, phonographer, phonographic, phonetic, phonic, microscope, microscopy, microscopist, microscopic, microcosm, microcosmic, cosmography, cosmo-

grapher, cosmology, cosmologist, cosmologic, phonology, phonologist, phonologic, geography, geographer, geographic, geology, geologist, geological, geometry, geometrician, geometrical, graphic, metrical, and many other derived forms.

The prefixes *dis*, *un*, *pre*, *ante*, *anti*, *post*, *in*, *re*, etc., may also be used to an excellent advantage by treating them in a similar manner and observing the influence they exert in the words in which they are found. The terminations *ous*, *ful*, etc., may be similarly treated.

Having determined the meaning of a word, care must be taken to see that in using it this meaning is not perverted and the actual power of the word abused by an attempt to extort from it a meaning that it is not capable of conveying. Many writers and speakers persist in misusing words, and it is a duty of the teacher to do his utmost to counteract the influence they exert toward establishing their misusage. Here are a few words commonly misused in the newspapers and elsewhere: "transpire" for happen, "executed" for hung, "balance" for remainder, "depot" for station, "observe" for said, "locate" for settle, "decimate" for thin out, "ovation" for enthusiastic cheering, "section" for region, "relation" for kinsman, "humanitarian" for humane, "expect" for think, "evacuate" for go away, "couple" for two, "citizen" for person, "caption" for heading, "bountiful" for abundant, "antecedents" for record or past, "avocations" for vocations, and so on, besides erroneous forms of verbs, pronouns, etc., etc.

Many mere combinations of letters passing in the guise of words also need attention and "stabbing." I give a few of them: "enthused", "orates", "practitioner", "resurrected", "standpoint", "helpmeet", etc. On a par with these may be placed the slang and cant phrases in common use.

It is interesting, too, to notice the change of meaning that has taken place in many of the words we use. *Prophet* once meant what we now call a "rhapsodist"; a *demagogue* was formerly a great "party leader"; a *tyrant* was one who attained power by unlawful means, regardless of the manner in which he afterward exercised the power; the *metropolis* meant the home government

or seat of power, considered apart from the provinces held in subjection. This subversion is the natural result of looseness or carelessness in the use of words, and will continue until they are confined strictly to the ideas of which they are the symbols. Words frequently become subverted in meaning by substituting them indiscriminately for their synonyms. Hardly any two words in the language express exactly the same idea, and the teacher may do much good by having his pupils observe the difference in meaning. Let the words in each of the following groups be defined with this object in view: dislike, hate, despise, abhor, detest, loathe; remember, recollect; arrogant, insolent, presumptuous; interpose, interfere; illiterate, ignorant, unlearned, etc., etc.

But, aside from the ideas immediately conveyed by words, many of them have another and a deeper meaning that may be studied with pleasure and profit, as they indicate the social condition of the nation in whose language they have done duty and sometimes afford a key to the nation's history. The discovery that the ancestors of the people of Rome, Greece, Scandinavia, and India must have used the same word to designate the Supreme Ruler goes far toward proving that these widely scattered nations had a common origin. Again, the fact narrated by Robert Moffat that the Bechuanas of South Africa had dropped the word "Morimo" (the only one they had to designate the Supreme Being) from their language, is by no means insignificant. Or let us take some of our own words in every-day use. Here are a few from the Anglo-Saxon stock: deer, sheep, ox, calf, swine. Compare these words with the following Norman words: venison, mutton, beef, veal, pork. Have we not here evidence of itself sufficient to prove that there was a Norman Conquest? The invaders gave names to the prepared food they used, while the Saxons, the conquered people, compelled to tend the flocks and perform the rough labor, naturally confined their vocabulary to the limits of their surroundings in their hard life. Or again, suppose we take a list of words like these: murder, kill, war, assassinate, stab, slay, manslaughter, matricide, fratricide, parricide, regicide, homicide, etc., every one of them red

with human blood. Do we not read through them a terrible story of crime and suffering that render their existence necessary? It is pleasant to contemplate the other side of the subject and to know that peace, love, hope, goodness, honor, uprightness, happiness, home, brother, sister, parent, father, mother, friend, virtue, etc., are also to be found in the dictionary.

Many words, too, are full of poetry. Of this class, saying nothing of proper names, are capricious, desultory, tribulation, smattering, halcyon, etc., each a poem in itself.

There are words also, many of them, whose sound indicates their meaning. Witness rough, smooth, rumbling, thunder, flying, rippling, roar, thump, slap, drum, fife, whistle, quick, slow, etc. A person recognizes the appropriateness of these words so readily that he feels sure that each idea suggested the particular sign that represented it and that it could be properly represented by no other. The word "horses" might be applied to "cows", and the word "cows" to "horses" without any serious consequence, but if the word "fife" were applied to a "drum" and "drum" to a "fife", the whole English speaking people would unite in declaring each of the terms a misnomer.

I have endeavored in this article merely to suggest the means of creating an interest in the study of words, and have done no more than simply to touch the points which I believe merit special attention.

CAN THE TEACHER GROW?

A. R. CHARMAN.

EVERY teacher has reached that stage in life in which he can direct his own activity—the fundamental law of his growth.

The main line into which he is to direct this activity is obvious. It is presumed that he has been trained by means of the subjects he is to teach, yet there is always skill and power to be acquired by reviewing them which, of course, is always done before coming before the class.

But this is far from being sufficient. He is now to begin to study the problem of education itself. How may he do this? By

looking into his own mind, for in it the whole mystery is concealed. There he can see what the process of education has accomplished in him and may discover the process at work. Thus by his own introspection he may better understand himself and through this he can intelligently observe and study the minds of his pupils through their words and actions. Here then is his second great subject of study, viz., the various minds under his charge. If he is dealing with children in the primary school this is essential, and if he is dealing with pupils in the high school it is no less necessary. This is a field for study which is sure to result in teaching power. As the horticulturist gains skill in the culture of plants by cultivating them and studying their nature, so must the teacher gain skill in the cultivation of minds, by training and studying their nature.

Again, the teacher may grow by studying and tracing the history of the problem of education. By following the growth of educational thought as it has been developed and transmitted to us by men who devoted their lives to it. These great teachers were Comenius, Rousseau, Pestalozzi, Froebel, Locke, Spencer, and many others. But you say you have neither the time nor the means necessary to do all this.

As to the first, you have time to *master* one book of this kind during the year. By mastering we do not mean simply to read it through, but to make it a part of yourself.

As to the second, you can afford at least one book each year, or you may have access to a township or county library, many of which are being established and filled with such books as you need.

Then you have the advantages of institutes and associations, of journals and papers which will stimulate activity and give you much assistance. There is no excuse for a teacher "fossilizing" while he is surrounded with so much life and so many opportunities for growth which do not require money but energetic application.

Sir William Hamilton said—"Self-activity is the indispensable condition of improvement."

Last of all but not least, the teacher can grow in manhood, even as he would that his pupils should grow.

Socrates said—"The thing to be accomplished is, to become *true men*, for then only can you become true citizens of Athens or worthy to worship the gods."

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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WHAT CHILDREN HAVE NOT SEEN.

CHILDREN's eyes are sharp. They work with the keenness of a new blade. But still children do not see, because seeing is a mental and not a physical act, and they have not yet learned to use that camera we call the eye. Children's eyes are impressible to color and to form, and yet they do not clearly discriminate either. They do not notice the difference of two shades of blue, or any other color, until their attention is called to it. They see the bee without noticing his fine antennæ or the feathery hairs that cover certain parts of his body. The finely penciled iris of the pigeon or the dove, escapes a child's eye. So the little niceties of objects elude child-sight. These are reserved for the trained eye; or, rather we should say, the trained mind. Another whole class of perceptions escape young eyes, though they are so sharp. When the form of any object is so complex as to require its coördination part by part, holding the whole form in mind, children are deficient in the power to see form. The seemingly confused (though really systematic) pattern of a Persian rug or carpet is not perceived by them. They have no idea of the form of an elaborate building. So while they may have seen every part of a stream or range of hills, the general outline has escaped their attention. The perception of both the small and the large involves training: on the one hand, in the power to make contrasts; on the other, the power to coördinate parts. Observation-training then, should take these forms, before attempting any other.

S. S. P.

"DIDACTICS" AND "METHODS."

WHEN teachers' institutes and conventions were mainly mutual admiration societies, for the cultivation of "enthoozeazm," it was "Theory and Practice." But this long since mildewed and perished by the dry rot. Its shoes are filled by "Didactics" and "Pedagogics." The new terms have a scientific smirk that is quite assuring. They bear about the same relation to the old ones that a dude does to greenhorn. The new terms, as used in the institute-work of the present, are chiefly remarkable for their capacity. They can hold as many and varied kinds of notions as a rag-picker's bag can hold kinds of junk. Ideas antipodal in nature fall into the closest fellowship. A recipe to keep a half-barbarous boy from using his coat-sleeve for a 'kerchief is coördinated under the same general head as a disquisition on the infinitude and immortality of the human soul. "Didactics" (with a big *D*) considers its philacteries broad enough to include a reputed saying from Comenius and an apothegm from the wit and wisdom of Professor Bill Jones, of Slabtown Cross-Roads. "Pedagogics" has nothing small about it, not even its pretensions, and does not hesitate a moment to spread itself over a brood of chicklets made up like one of young parrots, ducks, and turkey-buzzards. Sometimes snatches of wonderfully and fearfully made psychology form the background to one of these illuminations of the art pedagogic, tagged "Ten Principles of Teaching," "Five Laws of Method," or "Twenty 'A-1' Maxims of the School-room."

If we have nothing else, let us return thanks for variety and plenty of it! One is reminded of the tourist in the Tennessee mountains who called at a cabin to stay over night. He was told all they had in the house to eat was corn-meal, but they had "a mighty good assortment of that." We are not offered much but variety, but a good assortment of that! However, it is bad taste to look a gift-horse in the mouth. Half a loaf of didactics is better than no bread, as was formerly our starving condition. To get teachers to patiently listen to something, tho' but a name, that formerly put them to sleep quicker than morphine or moral lecturing, is a great gain. It presages a golden future when we

shall ascend into the high places of didactics and receive some of the light handed down by Comenius, Pestalozzi, and Herbert Spencer.

S. S. P.

METHOD—HOW DETERMINED.

SCHOOL EDUCATION is the process of consciously developing the mind, by one called a teacher, according to its inherent nature, by its own action and energy, toward self-directive action.

Method in school education is the systematic process of adjusting the means employed in this development to the end or aim which it sets up as its goal.

Successful adjustment in school-method requires four things to be understood in a masterful way:—

The nature of the specialized subject.

The purpose or aim of the particular subject.

The means or appliances in the mind or out of it, by which the purpose is realized.

The successive and orderly arrangements of the steps of the learning process.

The nature of a subject is found, first, in the faculties of the mind, that predominate in learning or evolution of it (by the pupil, of whatever age); second, in the kind of subject, judged by the objects that are its subject-matter and logical relations that predominate in it.

The aim of any particular subject is some specialized training of the mind, to be determined by a consideration of the nature of the subject itself, and of the mind to be trained.

The primary means are the processes of the intellect, the action of the emotions, and the fixing of a purpose in the pupil's mind. The secondary means are books, appliances, study, instruction and recitation.

The systematic and orderly arrangement of the steps is illustrated by teaching idea A as the necessary antecedent of idea B, and idea B as the necessary antecedent of idea C, and so on through the whole series.

Each idea is itself a complex piece of mental action, and the whole series of ideas is a more complex piece of mental action.

Hence, the adjustment of these pieces of action together so that one shall cause another and that a third, is the real method, though perhaps, the whole four steps, previously mentioned, might properly be considered as the method. S. S. P.

HOW SHALL GEOGRAPHY BE TAUGHT IN A COUNTRY SCHOOL?

At the Jasper county institute, the editor of this department was asked to answer this question. Believing that the answer would be of interest to the readers of the Journal, it is given place in these columns.

Geography is a composite science, made up of elements drawn from many sciences—natural sciences, mathematical sciences, and social sciences. But it is not a mere agglomeration of facts raked together without regard to value or order. Its central principle, as stated by Ritter, is the doctrine that the earth and man are mutually fitted for each other. This implies belief in design; that the earth is man's home and he its inhabitant.

As an intellectual process, geography is a photograph of the life of the earth as it is at the present moment. This photographic view can not be stripped of its immediate causes and other relations. We can not understand climate without going into those natural causes which control the systems of winds, the distribution of heat and moisture, the elevation of surface and the relation of land and water. So with all other elements: they can be understood only when we call in their relations and something of their development or history. This fact shows the close relation of geography to many other sciences and to history.

The purpose of geography is to leave the pupil with such a knowledge of countries and continents as will enable him to rightly understand their climate, surface, drainage, soil, plants and animals, other natural products, and their human life, including government, religion, society, education, literature and art, and industries.

The following shows, approximately, the order of dependence among the leading ideas of geography:—

1. Position, form, size, and motions of the earth. To show general distribution of heat.

2. Land and water, elevation and kind of land surface, its location and size, location and size of parts of water-surface, and the action and inter-action of these elements upon one another. To show special distribution of heat.

3. Climate, kind and contour of surface, and drainage. To show kind, amount and distribution of natural life.

4. Plants, animals and minerals. To show possibilities of civilization—life organized by man.

5. A study of civilization in this order: *a.* Race peculiarities and character *b.* Home-life. *c.* Religion. *d.* Industries—manufactures and productions; commerce and industrial policy. *e.* Government and political institutions. *f.* Education. *g.* Literature and art.

If the pupils are grown, this logical order is the proper order for study. But as the pupil is to begin work when he enters school, and as he is not mature enough to follow this order, he must follow a course of study that will suit his mind and will serve as a foundation for his future learning. This course should include:—

1. A study of the home-life of leading and representative peoples. Where they live; climate and country; houses, food and clothing; domestic animals and useful wild animals; useful plants and minerals; what the people think and do. (Illustrated to perception.)

2. Study of location of places, direction and distance. To give power of interpreting maps and charts.

3. Study of typical plants and animals, by means of pictures and illustrations; also of leading products, as tea, coffee, sugar, and the like; silk, cutlery, etc.

4. Study of simple ideas of climate, winds and rainfall.

5. Study of the simplest ideas of government, religion and education; art and higher forms of life.

6. Study of land and water forms—*island, continent, cape, isthmus, mountain, hill, plain, etc.*; study of earth as whole.

We have now answered the question, so far as the subject itself is concerned. There remain the purpose (specific), the means available and the method.

S. S. P.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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IDEA OF THE SENTENCE METHOD.

OBSERVATIONS as to the reading of those who learned to read before they entered school, show that most of them are rapid readers of the thought. In a glance their eye would pass over the sentence or sentences with but little consciousness of the words, and they would grasp the thought of the selection much more rapidly than if the words were pronounced. The discovery is, on the other hand, that those who have been taught to read in school are slow readers, i. e., of the thought, their habit being to pronounce the words mentally, if not aloud. They are almost invariably rapid readers of words, i. e., they call words at sight rapidly, but are slow to drink in the meaning. The inferences are that in the public school too much attention is given to word calling, to pronunciation, to sounds and diacritical marks in the early work, thereby establishing a bent in the direction of mere form; that not enough stress is laid upon the *direct association* of thought and expression; and that there is not enough training in drinking in the thoughts of whole sentences at a glance.

Reading consists of *silent* reading and *oral* reading. The first is the comprehending of the thoughts expressed and suggested by printed or written language, and the second is the adequate oral expression of that thought in the same language. The first is the fundamental process. In fact, the oral reading is to be considered largely as a means by which the teacher determines whether the pupil has "read" in the first sense. The correctness of the oral reading depends largely upon the silent reading. The object in teaching reading is to give the pupil the power to look upon the printed or written page and to grasp the thought with the least possible consciousness of the words. If the pupil is so taught that he either thinks the pronunciation of each word, or actually pronounces it, the thought is not obtained *directly* through the printed or written language, but *indirectly*, in that

the printed or written words have first to be translated into oral words.

The pupil should be able to look directly through the written or printed words to the meaning, or to at once determine the unknown elements.

The ordinary use of the eye is to convey to the mind the visible attributes of objects, but the ear, while recognizing sound as sound, has from the beginning learned to recognize thought through oral words in such a way that the thought becomes primary in consciousness, and the sound of the word secondary. So purely does language become the representative of thought, that, as sound, it is almost entirely in the background.

To cause the eye to obtain thought from language with as little consciousness of the expression as does the ear in comprehending the thought from spoken language, is the problem. And this problem is settled, largely, one way or the other, by the end of the third year of school. The prime aim is to so change the function of the eye, that in reading, words will suggest directly to the consciousness, their contained thought.

The principles of the sentence method are:—

1. The mind naturally begins with wholes in its investigations.

2. As the unit of thinking is the thought, so the unit of expression is the sentence.

3. As parts are naturally learned while considering their wholes, words, as parts of a sentence, are learned while studying the sentence, and letters while studying their whole—the word.

4. Language should be learned indirectly, the stress of the attention being upon the thought.

The first step in the sentence method is to awaken thought in the mind of the pupil by means of objects present to the senses and to the imagination, and to lead him to give the thought proper oral expression.

The second step is to lead the child to grasp the exact thought of any given oral expression, and to make the appropriate concrete representation.

The third step is to lead the child to grasp the exact thought contained in a printed or written sentence, and to enable him to express the thought in the language used.

For example, the teacher prints or writes upon the board,—“I have a ball.” The pupils, never having studied printed or written words, do not know the meaning; but from the habits and tendencies gained from the previous steps, when the teacher places the ball in the hands of the pupil he says, “I have a ball.” The teacher continues the work in the same way until several children are supplied with objects, a corresponding number of sentences being upon the board. The pupils will then be called upon one by one to point out their sentences upon the board, and to read them orally. Since each retains his object, this will be readily done. If the child forgets the sentence, the teacher is to point it out for him. The pupils are then led to exchange objects and continue the same kind of work.

In the lessons from day to day the position of the sentences is to be changed, in order that the pupils may not recall them from their position. The objects to be used should be kept upon a table or desk within reach of the pupils. When the teacher prints or writes a new sentence, she may hand the object to the pupil or point it out for him to take. At a later stage the teacher may, after printing or writing a sentence, wait, and thus give the pupil an opportunity to select the object without its being shown. Whenever a pupil expresses a desire to do this, it indicates that he has read the thought, and is acting in obedience to the impulses occasioned by the thought.

The pupils are from this time on able to read the sentences, silently, orally, and to represent the thought objectively with but little aid from the teacher. In due season they pass to the consideration of single words, letters, sounds, etc. (See *Farnham's Sentence Method*.)

REPORT OF AN HOUR'S WORK IN A PRIMARY SCHOOL.

DEVOTIONAL EXERCISES.

Teacher. I think we will sing that little song about “giving” this morning, because that is what we want to talk about.

Pupils sing:—

"Give," said the little stream,
As it hurried down the hill.

"I am small, I know, but where'er I go,
The fields grow greener still."

"Give," said the little rain,
As it fell upon the flowers.

"I will raise the drooping heads again,
And freshen the summer bowers."

"Give," said the violet sweet,
In its gentle, spring-like voice.

"From cot and hall, they will hear my call,
They will find me and rejoice."

T. What was it that the little stream gave, Charlie?

C. It gave the horses and birds a drink.

T. Yes. What else did the little stream give?

P. It gave the chickens and cows a drink.

T. That is true. What else does the stream give, Richard?

R. It lets the ducks and geese swim in it.

T. Yes, and do they like to do this? R. Yes ma'am.

T. Can Bessie think of something else the stream could give?

B. It could give us water to drink.

T. Yes, what stream gives us water to drink? We can drink the water if we wish to. I went to Josie's house the other day and Josie's mamma gave me a drink from a stream not far from us. What stream was it, Ethel? E. The hydrant.

T. No, the water comes through the hydrant. Where does the water that comes through the hydrant, come from?

P. It comes from the river.

T. From what river? P. It comes from the Wabash river.

Ethel. Arthur said it does not come from the river any more, but from wells.

T. That is true. The Water Works Company have driven wells now, from which the water that we drink comes.

T. What else does the stream give?

P. It waters the fields and the trees.

T. How does it give the trees a drink? How does the tree drink? P. From the roots.

T. The roots have little mouths in them and the little mouths can take a drink. They like to do this. That is the reason we water our plants.

T. The next thing that was going to give something in the little song was what? P. The rain.

T. Yes, what does the rain give? P. It waters the plants.

T. Do the plants need water to grow? P. They do.

T. What else does the rain give?

P. It gives the corn and wheat a drink.

T. Do the corn and wheat need water to grow?

P. Yes ma'am.

T. What else does the rain do?

P. It waters the grass and makes the yards look pretty.

T. That is true. The rain does something that we are all very glad to have it do. Sometimes your mamma says, "Oh, I wish it would rain." Why does she say that?

P. Because it is so warm and the rain makes it cool and lays the dust.

T. Yes, it makes us comfortable.

T. What else was going to give something in the little song?

P. The violet.

T. What does the violet give? P. It gives a sweet smell.

T. Yes, and it makes us happy, does it not? Now, can you tell me something that little boys and girls can give?

P. Boys and girls can give thanks to God.

T. Yes. Now you may each tell me something that we need to thank Him for.

1st P. We need to thank Him for our clothes.

2d P. We need to thank Him for our friends.

3d P. For the houses we live in.

4th P. We need to thank Him for the potatoes we eat.

5th P. We need to thank Him for making things grow. We can help them grow, but He makes them for us.

6th P. We give Him thanks for our cows.

T. Why, do cows give us anything we need?

P. They give us milk.

T. For what do we use milk?

P. We use it in our coffee and to drink. T. Yes.

P. He gives us the clay to make the bricks to build our houses with.

P. We thank Him for our trees.

T. Why do we thank Him for the trees?

P. They give us flowers.

T. Yes, most trees have flowers on them at certain times. Do the trees do anything else? P. They give us shade.

T. Are we glad to have the shade in the summer-time?

P. Yes. We thank God for the cherries that grow on the trees. We have a little cherry tree in our yard and mamma got enough cherries off of it to make two or three pies.

P. We thank God for the sunshipe.

P. We thank Him for the corn and wheat to make flour out of and we make bread out of the flour.

T. Do we need bread? P. We do. It makes us strong.

P. We thank God for the air we breathe.

T. Yes. You have thought of a great many things for which to thank God. I think all of you know some little words that are in the Bible that tell us what we should do. Bessie, you can repeat them? B. "Give thanks unto the Lord, for he is good."

The children with closed eyes and folded hands chanted—

"Our Father who art in heaven,
Hallowed be thy name," etc.

(The children then take physical exercise, led by one of their number.)

LANGUAGE AND SPELLING—1ST YEAR GRADE.

(A review of the word "market," which had been presented as a new word in a previous lesson. The word "market" is written on the black-board in various places.)

T. Who can tell me what this little word is? P. Market.

T. You may now take your pencils and write the little word many times.

(After they have written the word a sufficient number of times, the teacher examines the work, having the misspelled words re-written.)

T. You may now all write your names. Now write the sentence, "I like to go to market." Ethel, what is it you are going to write? E. I am going to write, "I like to go to market."

T. Write, "I go to market with my mamma." Bessie, what are you going to write? B. "I go to market with my mamma."

T. Right. You may bring me your slates when you have finished.

(The teacher examines the work, making the necessary corrections. The pupils re-write the sentence correctly.)

T. Carl, have you a word to spell?

C. (Making correction orally.) Mamma—m-a-m-m-a—mamma.

T. Ethel, you may spell your word. E. Like, l-i-k-e, like.

T. Leslie may make the corrections.

L. I should have a period at the end of the sentence and a small "m" for "mamma."

T. Richard may spell his word.

R. Market—m-a-r-k-e-t—market.

(The teacher then distributes envelopes containing dissected picture-cards, with which the pupils busy themselves while the Second Year Grade recites.)

Language and Spelling.

(The teacher distributes among the pupils of the Second Grade small squares cut from colored paper.)

T. What have I here? P. You have a square.

T. Mamie, what have you? M. I have a square.

(The teacher writes the sentence, "I have a square" on the black-board.)

T. Katie, tell me something about your square.

K. My square has four edges.

(The teacher places the sentence "My square has four edges" on the board.)

T. Tell me something else about your square.

P. My square has four corners.

(The sentence "My square has four corners" is placed upon the black-board, the words square, corners, and edges being under-lined, as they were new words. The pupils read the sentences as they are written. They are then given small boxes containing letters, from which the under-lined words are formed on the desks.)

T. Now you may leave those words on the desks. Put the rest of the letters in the boxes; take your slates and copy all the sentences on the board.

(The teacher examines and corrects the work when the pupils have finished. The letters on the desk are put into the boxes. The pupils are then given a few moments physical exercise by which their hands and feet become rested.)

T. Repeat the sentences on the board.

P. I have a square.

My square has four edges.

My square has four corners.

(The sentences are erased from the board.)

T. You may write your names. What was the first sentence?

P. I have a square.

T. Yes, you may write that on your slates. What was the second? P. My square has four edges.

T. Correct. Write that sentence also. What was the third?

P. My square has four corners.

T. Yes. Write the third sentence on your slates.

(The sentences are examined, each pupil makes his corrections both orally and in writing.)

READING FOR PRIMARY SCHOOLS.

Our Little Men and Women for August 1885, contains a sketch of the life of Louisa M. Alcott, which will be of interest to children. Reading the sketch one catches a glimpse of the bright brave spirit of this noble woman; but in order to become acquainted with *her*, to appreciate the girl and the woman, the fun-loving nature, the nature so honest and true in every word and deed, one must be familiar with her works. *Tell* the stories to children too small to hear them read. To children in the lowest grades read some of the stories of the *Scrap-Bag* series. The *Old Fashioned Thanksgiving* is one of the best of the series. Some of the stories are: *Shadow Children*, *Morning Glories*, *Little Gulliver*.

If the children become interested in such stories as these, they can be trusted to remember them, and also to read them when old enough to read for themselves.

Henry W. Longfellow is always charming to children because he loved little children so dearly. They do not tire of hearing the story of the chair made from the chestnut tree, or of the tall clock on the stairway in his house, or of how he invited the strange little girl in, who was trying to see him through the window. *Mr. Finney's Turnip* and "There was a little girl, who had a little curl," are quite as pleasing as *Mother Goose*, and they are able to understand something of *The Children's Hour*, *The Village Blacksmith*, *Paul Revere's Ride* and parts of *Hiawatha*.

THE SCHOOL ROOM.

[This Department is conducted by Geo. F. Bass, Supervising Prin. Indianapolis schools.]

—:o:—

LANGUAGE.

(FOR THIRD READER PUPILS.)

HOW TO USE "SIT" AND "SET."—Teacher places the following on the board where it may be convenient for reference:—

sit means rest	set means place
sits " rests	sets " places
sat " rested	set " placed
have sat " have rested	have set " have placed
has sat " has rested	has set " has placed
had sat " had rested	had set " had placed

The teacher then gives sentences using the forms of rest and requiring the pupil to supply forms of sit. The following may serve as examples:—

The bell *rests* on the table.
 The boys *rest* on the bench.
 John *rested* in his chair yesterday.
 I *have rested* in my chair all day.
 He *has rested* on the floor.
 They *had rested* in their chairs all day.

It will be seen that *rest* is used in the sense of support. When we say that the bell rests on the table, we mean that it is supported by the table. When the pupil can readily supply the proper form of sit for the form of rest, the following forms of place may be used and the pupil may supply the proper form of set:—

I *place* the bell on the table.
 John *places* the teacher's chair on the platform.
 Yesterday, I *placed* the chair by the desk.
 I *have placed* the table in the center of the room.
 Mary *had placed* the vase of flowers on the mantel.
 John *has placed* the bell on the table.

When the pupil can readily supply the forms of *set* for those of *place*, blanks in sentences requiring either forms of *sit* or *set*

should be filled by the pupils. The following will serve to illustrate this:—

Mary —— the table for dinner.

I —— the chair on the platform and the teacher —— in it.

Who —— in this seat last term?

I have —— in it for two terms.

—— the inkstand on the teacher's desk.

I had —— it there before you told me to.

A great variety of exercises of this kind should be used. The pupils are learning to use the words by their meaning and not by their form. They may be required to write original sentences using these forms. These sentences should show that the pupil knows how to use the form to tell something. Such as follows are worthless: I sit; I have set. You sit; they have set. These do not show that the pupil understands the word. I sit on the lounge; I have set the pitcher on the table, show that the pupil knows the meaning of the words *sit* and *set*.

OPENING EXERCISES.

NOTE.—This is a continuation of an article in the last issue.

Tr. What did we talk about yesterday?

Mamie. We talked about habits.

Tr. What did I say you might tell me to-day?

Katie. Some habits that are good.

Tr. Well, name one good habit, Josie.

Josie. Sitting up straight.

Tr. That's good. Who has thought of another?

John. The habit of working.

Tr. Yes, very good. Let us talk about that habit awhile. Why should we form the habit of working?

Willie. So we can get our work done.

Tr. Do many people work?

Albert. Yes, nearly everybody works.

Tr. Yes, and if you get into the habit of working while you are little, when you are grown it will be easy for you. How shall we get into the habit of working?

Minnie. By working, now.

Tr. If you work one day will that make a habit of it?

Ella. No ma'am. Tr. Two days? Class. No ma'am.

Tr. How can we make it a habit?

Sophia. By working every day.

Tr. Yes, you are right. You know when you wish to learn to play on the piano, your music teacher teaches you to be very careful just where you put your fingers. You must practice for an hour or two every day. After a while, you can play very rapidly and easily. It is just so with every thing we try to do. If we will work carefully at first and do it often enough to make it a habit, it will be easy for us. That is what our little verse means.

"For him who bravely works to-day,
His task grows light to-morrow."

M. F.

MACHINE WORK.

MUCH is said now-a-days about machine work in our schools. Many seem to think that the opening and closing school at the same time of day each day is machine work; that the working to an exact program is machine work; that having pupils move simultaneously in obedience to a signal given by the teacher is machine work; that keeping step as they pass in and out of the building is machine work; that reciting rules and definitions is machine work; that following a course of study laid out by some one else is machine work. Because many believe these things to be machine work, and because there is so much said against machine work, there is a tendency to banish all these things from the school room. The school is then to be taught in what some choose to call an "original way."

Work that is not preceded or followed by intelligence is *machine work*, because it is done as a machine does it. There are many things that we do mechanically, but learning to do them so required intelligence—required conscious activity of mind, thereby strengthening the intellect.

To begin exactly on time and quit on time requires close attention to one's business. This power of attention is worth something. For a school to be able to move simultaneously in obedience to signals requires close attention on the part of each individual. To give this attention and carry out the directions requires an effort of will power.

By a little thought it will be seen that all these mechanical ac-

tions may be so used as to strengthen certain mind-powers; and, that it is not necessary to banish them to avoid *machine work*. Put intelligence into all school work. Do not do a thing *just* because some official said so. Do it, but learn *why* it should be done. Have pupils see the meaning of what they say and do. Have them do all the thinking they are able to do. *Machine work* will disappear under such treatment.

FOR PUPILS.

THE BOBOLINK'S TRANSFORMATION.—It is curious how the rice-bird changes its name with its habitat. On the Pennsylvania coast it is the reed-bird; in the Maryland or Virginia swamps it is the rail or sora; in the Georgia and Carolina rice-fields it is the rice-bird, and in Jamaica, where they close the season on guinea grass, it is the butter-bird. In the far North it is the bobolink, with gayer plumage than it wears on the coast, and a song that rivals that of the English skylark. As it passes back through Georgia, from Jamaica northward, it is known as a May-bird.

Queer birds they are—these fluffy bits of fat. Small as they are they whirl themselves through the air right rapidly. It is the belief in many places that they bury themselves in the mud and tide water, so sudden are their immigrations. To-night the wet fields may be full of them, so fat and gorged that you may kill them with oars as you pull through the woods. At sunrise tomorrow not one is to be seen. On the Virginia coast the negroes believe they turn into frogs. During the year they range from Massachusetts to Jamaica, changing their habits as they go so that one would scarcely recognize the spry bobolink of New England, shaking music from inside his gay coat as rain drops from an April bush, in the solid, voiceless butter-bird of the tropics.

A rich morsel for the epicure he is, under whatever name; after he has cast off his spring suit and settled down from his tiptilting and love-making, into the solid joys of eating and sleeping in the swamp. He must be approached cautiously, however, and eaten sparingly, after he has been carried on ice out of his

habitat. The shot holes in his fat little body become tainted in spite of all precaution, and make him a trifle dangerous. It is worth a trip to Savannah, however, to eat him in his pristine and unspoiled flavor.—*Atlanta Constitution*.



EVERY-DAY WORK.

NOTE.—Teacher read the following to the pupils and explain the meaning:—

Great deeds are trumpeted ; loud bells are rung,
 And men turn round to see
 The high peaks echo to the pæans sung
 O'er some great victory.
 And yet great deeds are few. The mightiest men
 Find opportunities but now and then.
 Shall one sit idle through long days of peace,
 Waiting for walls to scale ?
 Or lie in port until some "Golden Fleece"
 Lures him to face the gale ?
 There's work enough ; why idly, then, delay ?
 His work counts most who labors every day.
 A torrent sweeps adown the mountain's brow,
 With foam and flash and roar.
 Anon its strength is spent ; where is it now ?
 Its one short day is o'er.
 But the clear stream that through the meadow flows
 All the long summer on its mission goes.
 Better the steady flow ; the torrent's dash
 Soon leaves its rent track dry.
 The light we love is not a lightning flash
 From out a midnight sky,
 But the sweet sunshine, whose unfailing ray,
 From its calm throne of blue, lights every day.
 The sweetest lives are those to duty wed,
 Whose deeds, both great and small,
 Are close-knit strands of one unbroken thread,
 Where love ennobles all.
 The world may sound no trumpets, ring no bells,
 The Book of Life the shining record tells.

—Selected.

EDITORIAL.

THE first article in this issue of the Journal is rather long, but it is one of the best on the subject that has appeared from any source. It is *full* of good suggestions.

WHEN you wish the address of the Journal changed please give the old address as well as the new. This is essential. Notice for change should be sent at least at least ten days before time for mailing.

WHEN teachers do not receive the Journal by the 15th of the month they should write at once. If the matter is postponed, as is sometimes the case, for several months, it may be too late to supply the number. We are anxious that every subscriber shall get every Journal. Please give us a chance, in time.

JUNE JOURNALS WANTED.—The June issue of the Journal is entirely exhausted and we are in need of several copies to fill the broken files of subscribers. Any one sending us in good condition this number of the Journal will greatly oblige those interested. For such copy received the term of subscription of the sender will be extended for one month. Please send at once.

ADVERTISEMENTS.—Occasionally we meet a teacher who objects to the fact that a part of the Journal is given to advertisements. Our answer is: 1. If it were not for the advertisements the price to teachers would have to be materially advanced. 2. The advertisements themselves are well worth reading. By what other means can a teacher keep posted as to the new books and material that belong to school work?

READING CIRCLE.—We reprint this month the Reading Circle Outlines published last month, for the benefit of those who will not be able to get the September issue. As the Reading Circle year begins with October all can begin together. Hereafter the Journal will maintain a Reading Circle Department, and will be obliged for such items as will belong appropriately in it. Will county managers “lend a hand?”

WE REGRET VERY MUCH our inability to supply all the demands for the September Journal. Our issue was *six thousand five hundred*, which allowed 500 for increase over last year's subscription; but we have fallen short about 500, and not a dozen copies have been used as “specimens.” Our October issue is SEVEN THOUSAND, and it will barely supply the demand. And be it remembered that with the Journal a year's subscription means a year's subscription, and the paper is stopped at the end of the time unless there is a special arrangement to the contrary. •

Of course we are gratified at this tangible evidence that the Journal is filling the requirements of the teachers, but we regret our inability to supply the demand for September numbers.

ENLARGEMENT OF STATE BOARD OF EDUCATION.

State Supt. Holcombe in his report for 1884 said: The State Board of Education performs a great deal of work for and through the county superintendents, and would be aided in many ways if several representative superintendents were among its members. The state educational institutions and the city schools are now represented on the board, but the county schools, for which most of its work is done, have no representation.

The State Board has considered the subject at different times, and at its last meeting unanimously adopted the following resolution offered by Mr. Smart:

Resolved, That in the opinion of the State Board of Education the best interests of the public schools of the state would be promoted by such a change of the law as will provide for the appointment by the Governor of three county superintendents to serve as additional members of the State Board of Education.

This is a movement in the right direction. The country schools should be represented on the board, and as there are at present on the board three representatives of the state colleges, and three city superintendents, there should be three county superintendents. The proposition is so manifestly right that it should be enacted into law without opposition and without hesitation.

PRONOUNCING "THE" AND "A."

The Journal has frequently spoken of the proper pronunciation of *the* and *a* in reading. Because children in learning to read, before they are able to grasp thought readily and express it fluently at sight, give too much prominence to *the* and *a*, some teachers undertake to correct the defect by having them pronounced "*thugh*" and "*ugh*." For example: "*Thugh* boy looked over *thugh* fence into *thugh* garden and there saw *ugh* cat and *ugh* dog playing *ugh* game of hide and seek." This was according to the *program*, and he laughed till he hurt his diaphragm; whereupon he went to his teacher and made a diagram of what he saw.

When a child uses *the* and *a* naturally, in connection with other words, he always uses them correctly. The effort of the teacher should be directed to the perfect understanding and the correct expression of the thought; when that is secured the *the*'s and *a*'s will

take care of themselves. To attempt to *teach* children the special sounds of *the* and *a* as heard in connection with the following words, is worse than a waste of time. In nine cases out of ten the correction is worse than the fault.

Off the same piece is the effort to correct the pronunciation of program. Because an occasional person puts a little too much stress on the last syllable an attempt has been made to correct the fault by saying *progrum*. This "*grum*" performance as practiced in a few counties, is pedantic, pathetic, peculiar, phenomenal, but not practical. There is no more sense in saying *progrum* than there is in saying *diagram*, *epigram*, *hectogram*, *telegram*.

To all these excruciating reforms(?) the Journal says, Don't do it; *Don't do it*; DON'T DO IT.

"SHE"—A VERBAL CRITICISM.—"The work of the teacher is of the utmost importance to the family, the community and the state. She holds in her grasp the destinies of the nation."

As the antecedent of *she* is *teacher* ought not the masculine pronoun *he* to be used? Has school-teaching passed so largely into the hands of women as to reverse the usual custom of language and to require that when the sex of the teacher is not indicated the feminine pronoun should be used? This usage appears to be growing in our educational journals and in the talks of our workers in institutes. Let us have a pronoun of the common gender. How strange it seems to be thus unsexed.

A MALE PEDAGOGUE.

CAPITALIZING "EARTH."

Ed. Ind. School Journal:—I wish to submit a question to you or any teacher concerning the capitalization of the word "Earth." We are told in oft-repeated rule that proper nouns should *always* begin with capital letters. And from astronomy we learn that our Earth is one of eight principal planets,—Mercury, Venus, Mars, Jupiter, etc., being others of the eight. Now my query is, Why do authors, and writers generally, persist in writing the name of our home-planet so very often with an initial small letter? Why not treat Jupiter or Neptune with the same illiterate indignity? I can understand why the word should not be capitalized when it is used merely to name the substance, earth. But inasmuch as we have only one planet called Earth, I fail to understand the reason for such a usage.

Monteith's "New Physical Geography" has the word properly capitalized. Please give your readers a good reason, other than an inconsistent custom, for not capitalizing the word when it names our planet.

J. R. WEATHERS.

Who will give a concise answer to the above?—[EDITOR.]

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR AUGUST.

[These questions are based on the Reading Circle work of last season.]

WRITING AND SPELLING.—1. The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. At what stage do you think it proper to begin the teaching of formal or technical grammar? Give reasons.

2. What reasons can be adduced in favor of employing the word method in the first stages of primary reading?

3. What objections may be given to the use of one text-book only, in teaching U. S. History? What are the reasons in favor of it?

4. What objects are sought to be attained by requiring pupils to refrain from whispering during study hours?

5. Name any book on educational science which you have read, and state the author's view as to the essential ends of education.

ENGLISH GRAMMAR.—1. *What!* is it he? *What* he says can not be controverted. *What* men he had were true. To what class of words does *what* in each of the above sentences belong?

2. Analyze: An elm, says the poet Holmes, is a forest waving on a single stem.

3. Parse *Holmes* and *waving* in the above sentence.

4. What class of adjectives will not admit of comparison?

5. Use the words *break* and *plow* both transitively and intransitively.

6. *If he be present*, we shall see him. *If he is present*, I do not know it. How do the subordinate clauses differ in meaning? What is the mode of the verb in each clause?

7. Gladstone, the English *statesman*, is seventy-six years old. The scheme is Gladstone's—the English *statesman's*. This scheme was proposed by Gladstone, the English *statesman*. Give the case of the italicized words in each of these sentences, stating reasons.

8. Correct, if necessary, giving reasons: (a) Who did I see you talking to the other day? (b) Our language is not less refined than those of England, France, or Spain.

9. When letters were first used is not certainly known. What kind of sentence is the above? Why?

10. She threatened *to drown* herself. We went to *see* the entertainment. Give the use of the infinitives in these sentences.

HISTORY.—Give an account of the annexation of Texas, taking into consideration the ultimate objects of those who favored and those who opposed the measure, and the results that followed from it.

Answer not to exceed four pages.

PHYSIOLOGY.—Describe in detail the brain, the spinal cord and the different sorts of nerves in the human body. Describe the different kinds of nerve matter. Discuss reflex action and voluntary action.

READING.—1. What is a good way of testing the pupil's understanding of the thought in the reading exercise?

2. Name two American writers of fiction whose works you approve, and two of the productions of each one named.

3. Name ten books that you would recommend to a boy fourteen years of age.

4. How are the beneficial results of good instruction in reading sometimes counteracted in school?

5. (a) Name some of the prominent productions of Longfellow, and state what there is to be especially admired in this author's writings.

(b) If you teach a child to read, you give him the ability to read bad books; how can you best induce him to read good books?

ARITHMETIC.—1. If 7 men can mow 35 acres in 4 days, how many acres can 10 men mow in $3\frac{1}{2}$ days? Solve by analysis. Ans. 5, an. 5.

2. In what time will a man, walking at the rate of $3\frac{3}{4}$ miles an hr., travel $42\frac{1}{2}$ miles?

3. How many yards of flannel $\frac{3}{4}$ yds. wide will be required to line 3 yds. of cloth $1\frac{1}{2}$ yds. wide? What are the fundamental principles of arithmetic? 5, 5.

4. Find the side of a cubical mound equal to one 288 ft. long, 216 ft. broad, 48 ft. high.

5. $\frac{7}{9}$ of a day, less $\frac{1}{18}$ of an hour, equals what?

6. Find the present worth of \$2880, of which one-half is payable in 3 months, one-third in 6 months, and the remainder in 9 months—interest at 6% per annum.

7. A man received \$2 for each day he worked and lost \$1 for each day idle; he worked three times as many days as he was idle; at the end of the time he received \$25; how many days did he work?

Anal. 5, ans. 5.

8. Find the interest of \$240 from February 15, 1884, to April 27, 1886, at 8%.

9. What will 13 a., 2 r., 35 p. of land cost at \$17.28 per acre?

10. What is a least common multiple?

GEOGRAPHY.—1. What countries constitute the Scandinavian Peninsula? Give the climate and productions.

2. Name the important lead regions of the U. S. Two that are rich in salt.

3. What are the chief exports of the West Indies? Locate Van Couver's Island and Prince Edward's Island.
4. Compare and contrast the climate and products of Germany and Italy.
5. Trace the path of a vessel from Tokio to Philadelphia.
6. Since the longest period of daylight is on the 20th of June, why is not that the hottest day of summer? What causes operate together to produce summer?
7. Locate Liverpool, Constantinople, Galveston, Montreal, and Wheeling.
8. If a high range of mountains were placed along the eastern coast of S. A., what changes would probably take place in the climate of the of the interior?
9. Name a country noted for its gold, one rich in lead, one producing large quantities of diamonds, one famous for its climate, and one much visited for its scenery.
10. Draw an outline of Massachusetts, showing the Connecticut River, the Merrimac, and five cities.

3 for outline, 1 each for rivers and cities.

ANSWERS TO PRECEDING QUESTIONS.

ARITHMETIC.—1. One man can mow $\frac{1}{4}$ of 35 acres in 4 days, which is 5 acres. In one day he can mow $\frac{1}{4}$ of 5 acres, which is $1\frac{1}{4}$ acres. 10 men can mow $10 \times 1\frac{1}{4}$ acres in one day, which is $12\frac{1}{2}$ acres. In $3\frac{1}{2}$ days they can mow $3\frac{1}{2}$ times $12\frac{1}{2}$ acres, which is $43\frac{3}{4}$ acres. Ans.

2. $42\frac{1}{2}$ mi. $\div 3\frac{3}{4}$ mi. = $11\frac{1}{3}$. Ans., $11\frac{1}{3}$ hr.

3. $\frac{3 \times 1\frac{1}{2}}{\frac{3}{4}} = 6$. Ans., 6 yd.

4. $\sqrt{288 \times 216 \times 48} = 39 + \text{ft.}$

5. $\frac{7}{9}$ da. = 18 hr. 40 mi. $\frac{1}{18}$ hr. = 3 mi. 20 sec. 18 hr. 40 mi. - 3 mi. 20 sec. leaves 18 hr. 36 mi. 40 sec. Ans.

6.
$$\begin{array}{r} \$2880 \\ 2 \times \$1.015 = \$1418.719 \\ \$2880 \\ 3 \times \$1.03 = 932.038 \\ \$2880 \\ 6 \times \$1.045 = \$459.33 \\ \$1418.719 + \$932.038 + \$459.33 = \$2810.087. \text{ Ans.} \end{array}$$

7. Since he lost \$1 for each day idle and worked 3 times as many days as he was idle, he must have worked 3 days to make \$5. It will take him as many times 3 days to make \$25 as \$5 are contained times in \$25 = 5 times. 5×3 days = 15 days. Ans.

8. Time, 2 yr. 2 mo. 12 da.

Interest on \$1 for time at 6% = \$.132

" " \$1 " " " 2% = \$.044

" " \$1 " " " 8% = \$.176

$240 \times $.176 = $42.24. Ans.$

9. $13 \text{ A. } 2 \text{ R. } 35 \text{ P.} = 13\frac{2}{3} \text{ A. } 13\frac{2}{3} \times \$17.28 = \$237.06.$
10. The least number that will contain two or more given numbers giving an integral quotient.

SCIENCE OF TEACHING.—1. At about the age of 14, or when the pupil is beginning his eighth year in school. Because it is an abstract subject and brings into play the reason and judgment chiefly. These powers are not sufficiently developed before the age of 14 to enable the pupils to grapple with technical grammar.

2. The child learns the spoken word as a whole, at first, as the sign of an idea.

3. The pupil may get a very narrow view of history, as he must see it from the standpoint of one person only. All there is in favor of it is. all differences of opinion will be avoided and both teacher and pupil will have smoother sailing.

4. Good order; quiet in the room so that pupils may proceed in their studies uninterrupted. A greater object is the habit of concentrating one's mind on the subject in hand.

5. Parker's Talks on Teaching. Development of character as made up of love of truth and justice, and mercy, benevolence, humility, energy, and patience.

PHYSIOLOGY.—The brain is a double organ, of two lobes, separated superiorly by a fissure and united inferiorly by the *corpus collosum* (a dense, white fibrous substance) and certain connecting fibres. It is composed of gray and white nervous matter,—the gray being external and composed of cells and their branches, the white being internal and composed of fibres. It is somewhat oval-shaped, composed of lobes, the number of which physiologists are not agreed upon, and united beneath to the little brain, to the spinal cord, and to various small bodies. It is the organ with which man thinks.

The spinal cord is an elongated mass of white and gray nervous matter, extending from the base of the brain to the coccyx. The gray matter within takes somewhat the form of the letter H. By deep fissures posteriorly and interiorly, it is separated into two columns, each of which is divided by grooves into two (some say three) lateral columns. It has three enlargements: the *pons* and *medulla* at the beginning just beneath the brain; the brachial bulb, where the plexus of nerves branches off to go to the neck and the arms; and the lumbar bulb, where the plexus of nerves branches off to the hips and the lower limbs. Numerous nerves spring off from the spinal cord to go to various parts of the body and to connect with the sympathetic nervous system.

In general, there may be said to be three kinds of nerves: the efferent, carrying volitions out from the nerve centres; the afferent, carrying sensations in to the nerve centres; and the medial, connecting parts of the system with each other.

Reflex action is motion due to sensations carried to nerve centres other than the brain, the stimulus thus given arousing unconscious but familiar and easy muscular action. Voluntary action is motion resulting from thought and a conscious exertion of the will. There are certain semi-voluntary acts, such as *walking*, which are termed *reflex* by some.

READING.—1. One good way to test the pupil's understanding of the thought in a passage is to ask him to give that thought in his own words. Another method of testing his understanding of the thought in the passage, is by the *expression* he puts into the passage in reading it.

2. Cooper, Mrs. Stowe, Anna Dickinson, Dr. J. G. Holland, are American writers of fiction whose productions can be read profitably. Two good works of Cooper are "The Spy" and "The Last of the Mohicans"; two of Mrs. Stowe's are "The Mayflower" and "Uncle Tom's Cabin"; of Dr. Holland are "The Bay Path" and "Arthur Bonnicastle."

3. Ten books that might be recommended to a boy fourteen years of age (this would depend somewhat upon my knowledge of the boy and of his "bent"): Holland's "Arthur Bonnicastle" and "Seven Oaks"; Kingsley's "Greek Heroes"; Scott's "Tales of a Grandfather"; Lamb's "Tales from Shakespeare"; "Robinson Crusoe"; "Gulliver's Travels"; "The Arabian Nights"; "The Swiss Family Robinson"; Abbot's Histories, Higginson's History U. S., Weem's Life of Marion, etc. These are all standard works. It will not do damage to put in a liberal sprinkling of story-books of a simpler sort. Anything that may tend to turn his taste away from the low, demoralizing and weakening works so freely put into the hands of the young nowadays. It is as important to keep bad literature out of his hands as to put good literature in.

4. By carelessness in speech in other branches; by indifference to the pupil's hasty guess at the meaning of problems, etc.; by not requiring erect position, distinct enunciation and careful pronunciation in the various recitations, etc., etc.

5. (a) Some of the prominent productions of Longfellow are "Evangeline," "The Psalm of Life," "Hyperion" (a novel), "The Song of Hiawatha," the translation of Dante's Divine Comedy, "The Spanish Student" (a drama), "Tragedies of New England," "The Courtship of Miles Standish," etc. Longfellow is specially characterized by the simplicity and homelikeness, as well as by the grace, the tenderness and the beauty of his thought and its expression. He appeals directly to the common passions of the human heart and with a depth and an earnestness of feeling that seldom fails to find a responsive echo.

(b) A boy studies what is required of him; he reads what he likes

The only way to get him to read good books is to give him an interest in them by conversation; by reading a small amount from morning to morning at the beginning of each school day; by giving things from good books that will attract his attention to them and make him desire to know more; by remembering that he is in the imaginative stage and much which he craves, if not directly beneficial, is at least not harmful; by keeping books of a wrong tendency out of his way as much as possible; by visiting his home and talking with him and his parents upon subjects which lead him in the direction of advantageous reading, etc.

HISTORY.—A proper answer to this question requires: 1. A statement of the claim made by the U. S. to Texas as a part of the Louisiana purchase in 1803.

2. The settlement of this claim by the U. S. ceding it in 1819 to Spain in exchange for Florida.

3. The rebellion of Mexico, of which Texas formed a part, in 1819, by which she threw off the Spanish power.

4. A statement of the rebellion of Texas against Mexico, and its causes, successfully carried out by Houston in 1836.

5. The recognition of the independence of Texas by the U. S. and other foreign powers, although it was still denied by Mexico.

6. The condition of the parties during the administration of Tyler, in which the Southern Democrats desired the annexation of Texas as advancing their party interests as well as the interests of the slaveholder, while the whole Whig party and Northern Democrats opposed it—the first as strengthening the Democratic power too much, and the latter as strengthening the South, who were already disposed to act in party councils in an arbitrary way.

7. The treaty of annexation made by Tyler, which the U. S. Senate refused to ratify.

8. The presidential contest of 1846, in which the entire Democratic party supported the annexation scheme, and carried the election on that ground.

9. A consideration of the immense advantages given to the South by this annexation in territory, in influence on the national affairs, in the spread and profit of slavery by increasing the area over which the Southern products could be profitably raised.

10. The well grounded apprehension of the North, not only as to the evil influence of this growth of power, but also the almost necessarily fatal effects upon the fundamental principles of the government by the extension of slavery.

11. The consequences, direct and remote, of this antagonized state of interest and feeling, manifested in various ways until it culminated in the attempted secession of the Southern States, and the successful settlement of the whole question by the North in abolishing slavery

and determining that the U. S. was a nation, and not simply a confederacy; a people, and not merely an aggregation of peoples.

GEOGRAPHY.—1. Sweden and Norway. The climate is cold, but on the coast, owing to the influence of the warm ocean current and southwest winds from the Atlantic; it is rendered milder and more uniform than that of inland regions, and is much warmer than in the same latitudes of America. The mineral products are iron and copper; in Sweden a surplus of grain is produced, together with potatoes and flax; timber from the extensive pine forests, and the fisheries of the coast form two sources of wealth for the country.

2. The most important lead regions of the United States are that of the Upper Mississippi, including deposits in Wisconsin, Illinois and Iowa, and that of Southern Missouri. New York and Southern Michigan are rich in salt.

3. Sugar, tobacco, cotton, coffee, molasses, indigo, rum, timber, and tropical fruits. Vancouver Island is on the Pacific coast of British America, from which it is separated by the Gulf of Georgia; on its southern coast it is separated from the United States by the Strait of Juan de Fuca. Prince Edward's Island is situated in the Gulf of St. Lawrence off the coast of New Brunswick.

4. The climate of Germany is temperate, and considering its extent of latitude, remarkably uniform: the climate of Italy varies in different sections, but is, for the most part, a warm temperate. Wheat, corn, flax, hemp, and the vine grow in both countries; beets for the manufacture of sugar, potatoes, peas, beans, rye, barley, hops, and tobacco are important productions in Germany; rice, olives, raw silk, and tropical fruits are Italian products.

5. It would first take a southern course in the Pacific Ocean, passing through the waters of the East Indian Archipelago into the Indian Ocean, after crossing which, it would round the Cape of Good Hope, then sail north over the Atlantic Ocean, up Delaware Bay and the Delaware River to Philadelphia.

6. (a) During the long days of summer, a greater amount of heat is received than is radiated in the nights. The result is an accumulation of heat so greatly in excess of the reduction that the hottest weather is experienced later in the season. (b) The earth's yearly revolution around the sun, together with the fact that this revolution is performed with its axis inclined to the plane of its orbit, and always pointing in the same direction. As the northern and southern hemispheres alternately receive the sun's rays more nearly perpendicularly, so they in turn each receive a greater amount of heat, thus producing summer.

7. Liverpool is on the west coast of England, at the mouth of the Mersey River. Constantinople is in the southeastern part of European Turkey, on the Strait of Bosphorus. Galveston is in the southern part

of Texas, at the entrance of Galveston Bay. Montreal is on an island of the same name, at the confluence of the Ottawa and the St. Lawrence rivers. Wheeling is in the northern part of West Virginia, on the Ohio River.

8. A high range of mountains on the eastern coast of South America would condense the moisture of the prevailing easterly winds, and precipitate the rain on their eastern slopes; hence the plains of the interior which now are supplied with a luxuriant vegetation would be deprived of moisture and would tend to become a desert. In the southern part, however, where westerly winds prevail, the case would be reversed.

9. California is noted for its gold; Spain is rich in lead; Brazil produces large quantities of diamonds; Italy is famous for its climate, and Switzerland is much visited for its scenery.

GRAMMAR.—1. The first is an *interjection*; the second, a *compound relative pronoun*; the third has the force of a *definitive adjective*, modifying the noun *men*.

2. "The poet Holmes says (that) an elm is a forest waving on a single stem," is a complex declarative sentence. "The poet Holmes says" is the principal statement, and what follows, the sub. clause. The subject nom. *poet* is modified by the appositive *Holmes* and the def. article *the*. The predicate verb "says" is modified by the objective clause, "an elm is a forest waving on a single stem." *Elm* is the subject nom. of the subordinate clause, modified by "an": *is* is the copula, combined with the predicate noun *forest*. *Forest* is modified by the participial phrase "waving on a single stem," of which *waving* is the principal word, modified by the prepositional adverbial phrase "on a single stem." The connective *that* is understood.

3. *Holmes* is a proper noun, masculine, singular, nominative, in apposition with the noun *poet*. *Waving* is a present participle and belongs to the noun *forest*.

4. Limiting adjectives.

5. (a) The girl broke the pitcher.
- (b) Glass breaks easily.
- (a) The farmer is plowing the field.
- (b) The team plows well.

6. The first denotes future contingency and has its verb in the subjunctive mode; the second assumes the fact and uses the indicative mode.

7. (a) *Statesman* is nominative, in apposition with the noun *Gladstone*.

- (b) It is in the possessive case, in apposition with *Gladstone's*.
- (c) It is in the objective case, in apposition with *Gladstone*.

8. (a) *To whom* did I see you talking the other day?

(b) Our language is not less refined than *that* of England, of France, or of Spain. *That* refers to each one of the languages individually.

9. A complex declarative sentence. It contains one *principal* and one *subordinate* statement.

10. (a) The object of *threaten* and denotes *result*.
- (b) An adverbial phrase of *purpose* and modifies *went*.

READING CIRCLE DEPARTMENT.



READING CIRCLE OUTLINES FOR OCTOBER.

MENTAL SCIENCE—WATTS ON THE MIND.

Subject: "General Rules and Methods for Mental Improvement."—pp. 19 45

Because of the excellent "Table of Contents" accompanying this book, and its admirable paragraphing, it scarcely seems necessary that there should be any formal summarizing of points, or outlining of the matter of the work. The work of the first month, as indicated above, includes, however, certain important observations to which attention should be called.

It must be borne in mind, further, that the entire book is devoted to *the culture of the mind*, and that Chapters I to XIX are but elaborations of the thought in Chapter I. The improvement of mind is the only aim of the Indiana Teachers' Reading Circle. The little book, chosen, seems admirably suited, therefore, to be used in the Teachers' Course.

What the author says of genius, self-criticism, meditation, dogmatism, etc., is abundantly confirmed in literature as well as in much personal experience.

GENIUS.

1. "Originality is its distinctive feature."—*Kiddle*.
2. "Taste consists in the power of judging; genius in the power of executing."—*Blair*.

MEDITATION.

"If you are not a thinking man, then to what purpose are you a man at all?"—*Coleridge*.

DOGMATISM.

"He who is certain, or presumes to say he knows, is, whether he be mistaken or in the right, a dogmatist."—*Fleming*.

Chapter II, on the Five Sources of Knowledge, should be mastered; it is the key to the book—to all the chapters following.

OBSERVATION.

1. "We are apt to think we see, what we strongly expect to see. But to observe accurately is to put aside prepossession, to restrain the imagination, and to direct the mind with singleness of purpose, to what is actually present to the senses."—*Sully*.

2. "The advance of modern science is largely due to the accuracy of the observer."—*Sully*.

Note.—On Observation, re-read Brooks' *Mental Science*, pp. 115 to 126.

READING.

1. "He who reads with discernment and choice, will acquire less learning, but more knowledge."—*Bolingbroke*.

2. "Force yourself to reflect on what you read—paragraph by paragraph."—*Coleridge*.

3. "Some read to think—these are rare; some to write—these are common; and some read to talk—and these form the great majority."—*Colton*.

Note.—On Reading, see Bacon's essay "Of Studies."

CONVERSATION.

1. "The study of books is a languishing and feeble motion; whereas conference teaches and exercises at once."—*Fuller*.

2. "Speak, not because you wish to say something; but rather because you have something to say."—*Bacon*.

3. "All men talk, few converse; of gossip we have enough; of argument, more than enough, of rhetoric, debate; omit these, speak from the heart to the heart, underlying all differences, and we have conversation."—*A. B. Alcott*.
R. G. BOONE.

HISTORY.

Green's Shorter History of the English People—Pages 39 to 93.

A very racy, piquant epitome of the history of the English people may be found in the following extract from Defoe's poem entitled, "The Free-born Englishman":

"These are the heroes who despise the Dutch
And rail at new-come foreigners so much;
Forgetting that themselves are all derived
From the most scoundrel race that ever lived,
A horrid crowd of rambling thieves and drones,
Who ransacked kingdoms and dispeopled towns;
The pict and painted Briton, treach'rous Scot,
By hunger, theft, and rapine hither brought;
Norwegian pirates, Buccanering Danes,
Whose red-haired offspring everywhere remains;
Who joined with Norman-French compound the breed
From whence your Free-born Englishmen proceed.
And lest by length of time it be pretended
The climate may the modern race have mended,
Wise Providence, to keep us where we are
Mixes us daily with exceeding care."

Whatever Defoe may think of Englishmen, they are still the men who never know when they are conquered, and Briton is still the country which can produce an Arthur, an Alfred the Great, a Chaucer, a Wellington, a Gladstone, or an "Adam Bede." It is still the "Fairie Lande" of chivalrous manhood and virtuous womanhood, and the "Fatherland" of those principles of political, civil, and religious freedom which are ultimately to ennoble and enrich the whole human race,—

"For so the whole round earth is every way
Bound by gold chains about the feet of God."

The following points should be carefully noted in the preparation of the work of this month:—

(a) The prehistoric remains, especially those of Druidism. The power and character of the Druids.

(b) Commerce with the Phoenicians and Greeks, caused by the discovery of tin and copper in Southwestern England.

(c) The conquest by the Romans; its duration and influence.

(d) German invasion and final supremacy; their gods "Thor" and "Woden."

(e) The preservation of Christianity in the Irish monasteries and the cause of the introduction of Catholicism into Kent. The growth of religion in Briton.

(f) The causes which led to the formation of the Saxon Heptarchy and the Danish invasion.

NOTE.—Egbert was the first Overlord of this Heptarchy; he acquired the ability to become this by spending 13 years as a pupil at the Court of Charlemagne; (verily a man's gifts make room for him.) Study carefully the origin and development of English government.

Characters mentioned in the text that deserve special attention: Vortigern, Arthur, Boadicea, Egbert, Dunstan, Beda, and Alfred.

Some suggestive helps for those who care to pursue collateral reading on the work contained in the text: Stonehenge, by Emerson: also, first chapter Knight's History of England, pp. 3, 4, and 5; the first and second chapters of Hughes' Tom Brown at Rugby; Life of Alfred the Great, by author of Tom Brown at Rugby (price 20 cents): Tennyson's Idyl of the King and the Death of Arthur; also Boadicea, by same author; Essay on England, Cyclopedia Britannica; Wordsworth's Sonnet on Alfred the Great; Dickens' Child's History, first four chapters. Read Shakespeare's Cymbeline to find the Cunobelin of history, and Shakespeare's King Lear to find the personification of that fabled race of Kings that preceded the Roman Conquest.

Remember this collateral reading is only suggested, not assigned as a part of the required work, but he who cares to pursue it will find that to him will open up new fields of thought and culture that will beautify and enrich the mental pictures of all his future.

MATTIE CURL DENNIS.

HAILMAN'S LECTURES ON EDUCATION—*Lecture I.*

1. The history of an art furnishes the basis of its progress.
2. Not the rediscovery of principles, but the *propagation* of principles is the work to be done.
3. Fruitless experiment in education is a grievous wrong.
4. The evils that beset the profession of teaching are due largely to professional ignorance and a demoralization of professional ethics.
5. The scope of the teacher's history of education.
6. The Chinese and the Japanese present exactly the opposite of our aims.
7. Want of individuality, decorous conduct rather than moral strength and feeling, and dogmatic instruction—all characteristics of Oriental education.
8. The progressive spirit of Japan. A cheering prospect of Mongolian development.

HUBERT M. SKINNER.

THE results of the examination held on the third Saturday of June appear below. It was a heavy task to examine the large number of papers and record the results, and so some time has elapsed. The Board has done faithful work, which will be commended by all who are familiar with its extent and quality.

PASSED IN ALL THE WORK OF THE FIRST YEAR.

William A. Bowman,
Maggie S. Easley,
May Hubbard,
George E. Long,
M. B. McReynolds,
Lat. Randolph,

Z. A. Crain,
William Greist,
C. J. Hutchinson,
Mattie C. Lindley,
Miriam Osborne,
Lell Segur.

J. M. Callahan,
Peter Greist,
A. J. King,
William Moss,
Geo. E. Rogers,
—17.

PASSED IN PART OF THE WORK OF THE FIRST YEAR.

Alice D. Andrews,	Selah Belt,	Minnie Bonham,
S. W. Baer,	Mattie O. Cammack,	William Cunliffe,
O. P. Eastes,	Kate Easly,	Joshua H. Grove,
T. W. Hutchinson,	C. J. Hirshbrummer,	J. S. Kaufman,
R. R. Houston,	Christian Metzler,	W. E. McCulloch,
Lydia Middleton,	G. M. Naber,	Jesse D. Palmer,
W. S. Noblitt,	Helen Rose,	Wilson Roose,
Eva Palmer,	Lauren E. Smith,	J. H. Spencer,
Lydia Rutledge,	Minnie C. Scott,	J. P. Strickler,
Eliza B. Sering,	W. S. Williams,	Otto White,
Alice Titlow,	B. F. Thieband,	H. G. Woody—33.

PASSED IN ALL THE WORK OF THE SECOND YEAR.

William A. Bowman,	M. D. Bowlden,	Z. A. Crain,
L. C. Chamberlin,	Maggie S. Easly,	William Greist,
Peter Greist,	Caspar W. Hodson,	Annie Hobbs,
Ada B. Lucas,	Harvey Lucas,	Ezra Mattingly,
R. M. Milburn,	Amanda Nicholson,	G. E. Rogers,
Lell Segur,	Lydia Rutledge,	Emma Shealey,
W. S. Sims,	A. B. Stephens,	Alice Titlow,
Jno. Heavy—22.		

PASSED IN PART OF THE WORK OF THE SECOND YEAR.

Frank M. Beard,	Ellis D. Bruler,	Mattie O. Cammack,
Laura Dance,	O. P. Eastes,	Joshua H. Groves,
T. W. Hutchinson,	S. E. Harwood,	J. G. Hirshbrummer,
Geo. E. Long,	Christian Metzler,	William Moss,
M. E. McCulloch,	Rosa Newlin,	A. G. Neal,
Miriam Osborne,	Eva Palmer,	James Shaw,
J. P. Strickler,	Edward Tierny,	W. S. Williams,
S. W. Baer,	Minnie Bonham,	Selah Belt,
R. V. Carlin,	Carrie Cory,	Laura B. Carty,
Kate Easly,	E. K. Gentry,	J. H. Gardner,
Jennie Glezen,	May Hubbard,	M. D. Hazlitt,
W. Hines,	C. J. Hutchinson,	J. S. Kaufman,
A. J. King,	Mattie C. Lindley,	Lydia Middleton,
Mary B. McReynolds,	Daisy Marshall,	G. M. Naber,
M. S. Noblett,	Richard Parke,	Anna Pollock,
Jessie D. Palmer,	Lot Randolph,	Minnie Scott,
Lauren E. Smith,	Eliza B. Sering,	Emma G. Tee,
B. D. Thieband,	H. G. Woody,	Otto White,
G. S. Wilson—55.		

There were seven total failures, and one fine manuscript was rejected on account of fraud. Partial credits do not necessarily indicate failure in any branch, for very frequently the applicant will be found to have taken only a partial examination. There is also the possibility of the loss of a manuscript in the handling of so many. However, it is hoped that no such loss has occurred.

All the certificates of credit are made out, and are at the Department of Public Instruction, ready for delivery. County managers are requested to send lists of examinees at once to the Secretary, and they will receive the certificates due the members in their county—for few of the manuscripts were properly addressed. All the branches of the year's course are given upon each certificate, with the grade of the ex-

aminee in each. Where no MS. has been received in any branch the grade is left blank.

The Reading Circle Board at its last meeting accepted the resignation of Hubert M. Skinner as a member and as secretary, and elected State Supt. Holcombe to fill both positions. Mr. Skinner has been a valuable member of the board, and the teachers of the state are much in debt to him for what he has done to make the Circle a success.

GEMS OF THOUGHT.

Ignorance is the curse of God,—
Knowledge the wing wherewith we fly to heaven.

—*Shakespeare.*

VOICES.

The flowers as they bloom in the springtime,
The birds as they sing in the wood,
All say to us, "Children, remember,
Our Father in heaven is good." —*The Fountain.*

What stronger breastplate than a heart undaunted?
Thrice is he armed that hath his quarrel just;
And he but naked though lock'd up in steel,
Whose conscience with injustice is corrupted.—*Shakespeare.*

Quotations are the watchwords of literary men.—*Johnson.*

Youth is not rich in time; it may be poor;
Part with it as with money, sparing; pay
No moment but in purchase of its worth;
And what its worth, ask death-beds; they can tell.—*Young.*

It is with youth as with plants; from the first-fruits they bear we can learn what may be expected in the future.—*Demophilus.*

He that does a base thing in zeal for his friend, burns the golden thread that ties their hearts together.—*Jeremy Taylor.*

Work for the good that is nighest;
Dream not of greatness afar;
That glory is ever the highest
Which shines upon men as they are. —*Punshon.*

What you keep by you, you may change and mend;
But words once spoken can never be recalled.

—*Roscommon.*

THE STATE NORMAL SCHOOL has opened very full and everything seems in excellent order. The Terre Haute high school has now a new home of its own, so it has vacated the lower story of the normal school building. This leaves the normal school in possession of its entire building, which it very much needed. The building has been put in good order many of the rooms and halls neatly papered, and everything is satisfactory. President Parsons is giving entire satisfaction to trustees, faculty, students and public, so far as can be learned.

MISCELLANY.

COLUMBIA CITY.—Supt. Palmer has sent out a fourth annual report of the schools, which gives an excellent showing. A full showing for each pupil is given.

WELLS COUNTY.—Supt. Ernst had his institute work well arranged and amply provided for. Cyrus W. Hodgins and Arnold Tompkins did the work, and of course it was well done.

THE MITCHELL NORMAL SCHOOL opened this year with an increased attendance, and its outlook is favorable. The principals, W. E. Lugenbeel and E. F. Sutherland, are hard workers and deserve the success they are achieving.

SPICELAND ACADEMY has opened with a greatly increased attendance. This is a modest school, it is only an "academy," and yet the character and extent of its work far exceed many institutions calling themselves "colleges" and "universities." Thomas Newlin is the principal.

BROWN COUNTY.—The institute enrolled 100, while the number of schools in the county is only 73. The instructors were A. H. Graham of Columbus, Z. B. McClure, C. O. Du Bois, and Miss Susie Cullen. Superintendent Neidigh seems to have the good will of both teachers and citizens.

EARLHAM COLLEGE opens the year with a gratifying increase in attendance. There are 122 in the college classes—double the number four years ago. The senior class this year numbers 20. J. J. Mills seems to be giving general satisfaction, and is certainly doing good work as president.

IN the re-organization of the Executive Committee of the State Teachers' Association, made necessary by the death of Mrs. Moffitt, its chairman, W. H. Sims, of Goshen, was chosen to fill that position. All correspondence concerning program, etc., will be addressed to Mr. Sims at Goshen.

KOSCIUSKO COUNTY is one of the largest counties in the state and is in no way behind in educational enterprise. Its late institute was its best; note the instructors: T. V. Irish (author *Diagrams*), Ohio, W. W. Parsons, S. S. Parr, Alexander Forbes of Chicago, W. A. Bell, and good home talent.

SWITZERLAND COUNTY.—Institute met at Vevay Aug. 23-27. Attendance 135; teachers in county 92. One of the liveliest institutes ever held. Instructors: Profs. Lugenbeel and E. E. Smith. Evening lectures by Lugenbeel, Smith, and Jas. Whitcomb Riley. Many citizens were out at the meetings.

THE STARKE COUNTY institute was held at Knox, beginning Sept. 13th. The principal outside assistance was by Supt. Porter, of Porter county, whose work was well received, and W. A. Bell. Supt. St. Clair is doing some vigorous work, and the educational interests of the county are steadily advancing.

THE STATE UNIVERSITY has opened with more than two hundred in its college classes, and every department in excellent condition. The Pedagogical Department, opened for the first time this year, is fuller than was anticipated.. Prof. R. G. Boone, who is in charge, will undoubtedly make it a success.

BLUFFTON.—The high school class of 1886 has erected a fountain on the school grounds at a cost of \$150, as a class memorial. It is appropriate and beautiful. As stated heretofore this class consists of *thirty-four* members—the largest in the state outside of Indianapolis. P. A. Allen is superintendent and principal.

BLACKFORD COUNTY, under the supervision of Supt. Willman, is moving steadily on. The institute this year was instructed chiefly by W. H. Fertich, Supt. at Shelbyville, and Miss Amelia W. Platter, of the Indianapolis high school. Supt. Holcombe and W. A. Bell each gave a lift, and the general results were commendable.

VIGO COUNTY.—County Supt. Curry has issued a manual that is full of good things. In addition to the usual matter put in such publications, it contains a vast deal of “theory and practice.” It will certainly prove a valuable hand-book for the teachers. The institute was well conducted as usual and the results good, as usual.

WHITE COUNTY.—The institute in this county was the largest and the most attentive ever held. A new and encouraging educational spirit developing in the county. Attendance 176. Instructors: Profs. S. S. Parr, L. S. Thompson, G. F. Kenaston, and E. E. Smith. The teachers decided to hold their next annual reunion at Monticello in January.

THE INDIANA NORMAL at Covington opened Sept. 6, with J. V. Coombs at the head of a corps of ten teachers. The occasion was one of interest to all concerned. The building erected at a cost of \$3,700 was turned over to the faculty in good shape, together with \$600 worth of apparatus. Several addresses were made, good music was furnished, and the opening was auspicious.

HARRISON COUNTY.—The institute was held at Corydon, the old state capital. It was large and wide-awake. The principal foreign instructor was W. E. Lugenbeel, of the Mitchell Normal. W. A. Bell was present one day and lectured one evening. The institute was pronounced “the best.” Supt. Thomas is well liked and well supported by the teachers. His late manual contains some good things.

TIPPECANOE COUNTY.—The institute of this county was held at La Fayette, Sept. 6–10. Instructors: Mrs. McRae, Geo. F. Bass, H. B. Brown, and O. J. Craig. Attendance over 200. Afternoon lectures by Profs. Craig and Ridpath, and Rev. Alex Blackburn. This being Mrs. McRae's third year in succession at this institute, the teachers made her a present of a handsome table as an expression of their appreciation of her work.

FRANKLIN COUNTY had one of the best institutes in its history. Its chief workers were Cyrus W. Hodgkin of Richmond Normal, and D. M. Geeting of New Albany. State Supt. Holcombe and W. A. Bell were present a day and rendered acceptable assistance. The normal that preceded the institute was large and successful. Supt. Crecraft is taking hold of the work with vigor, and will doubtless be a leader worthy of faithful following.

MARSHALL COUNTY.—The normal enrolled 156—126 of whom entered the first week, and none of whom was under 18 years of age. The institute that followed enrolled 175 the first day, and reached 250 by the close. The outside assistance was by E. C. Kercher, of the American Normal, Supt. St. Clair, of Starke county, Supt. Haimbaugh, of Fulton county, W. J. Williams, of Franklin College, and W. A. Bell. Everybody seemed well satisfied with the work.

UNION COUNTY institute convened at Liberty, August 23. With the able instruction of A. B. Johnson of Avondale, O., and J. A. Zeller of La Fayette, the hearty co-operation of teachers and citizens, and the efficient supervision of Supt. C. W. Osborne, their institute compares favorably with the usually excellent ones held in Union. Each of the instructors delivered two lectures, at night sessions. An excellent feature of the institute was the prominence given to lofty moral and temperance sentiments.

A. A. GRAHAM, *Rec. Sec'y.*

KNOX COUNTY.—The institute was held at Vincennes, from August 30 to September 3, inclusive. It was an unusually interesting one and was well attended, the enrollment reaching 187. The instructors were C. M. Carpenter of Bruceville, L. B. Griffin of Waterloo, and Miss Anderson of the Indianapolis high school. Miss Anderson's work was highly appreciated and the teachers extend her an invitation to be with them again. Evening lectures were given by Rev. Dr. Fisk, of Greencastle, on "Mason and Dixon's Line"; Miss Hattie Noble, of Butler University, on "Literature for the Young"; and Edwd. Taylor, Supt. of Vincennes schools, on "The Tariff, historically considered."

TEACHER.

ALLEN COUNTY.—Under the supervision of Supt. Felts a six-week normal was held in the Fort Wayne College buildings, which reached an average of 165. The principal instructors were Dr. W. F. Yocum, Prest. of the college, and Temple H. Dunn, Supt. of the Crawfords-

ville schools. They were assisted in the instruction by Jas. P. Bonnell and Mrs. Mary Waldo. Miss Julia Bryant taught the reading, and in this specialty she perhaps has no superior in the state—and she is not a professional, either. The institute was included in the last week. The whole was a great success, and the schools of the county must feel the beneficial results. Supt. Felts is doing most efficient work, and is being appreciated.

ST. JOSEPH COUNTY.—The institute held in St. Joseph Co. closing Sept. 3 has been accorded by all in attendance the highest rank ever attained in that county. The total enrollment was 201; the average daily attendance was 135. Alex. Forbes, of Chicago, was one of the instructors, and his work was greatly appreciated by the entire corps of teachers. Mrs. McRae, of Muncie, and Mr. Bass of Indianapolis, both rendered valuable service, and the teachers from the county added their full share to the general good time. Do you ask why this county feels that its institute surpassed all preceding institutes in excellence? The report is that Supt. Moon is the cause. The summer normal, taught by Geo. A. Powles of the Mishawaka high school, and others, was one of the best in the state.

LA GRANGE COUNTY.—In this institute two special instructors were employed, who devoted themselves almost exclusively to professional work. These were W. H. Payne, of Michigan University, and A. Tompkins, of De Pauw Normal School. These gentlemen were restricted to no formal line of work, but pursued such lines as seemed best to suit the needs of the teachers. Reading, geography, and general school management were discussed by Prof. Payne; while Mr. Tompkins considered arithmetic and language. By both gentlemen methods as well as principles were fully considered. The public appreciation of the work of the institute was shown by the large number of visitors who were in attendance. The general verdict that *it was the best institute ever held* in La Grange county was universal, and its expression was felt to be sincere on the part of all. .

HANCOCK COUNTY.—Hancock county institute was held August 30 to September 3, inclusive. The session throughout was one of much interest, success and value. A very high percent of the teachers of the county was present and listened to the work with close attention. Many of the best citizens gave encouragement by their daily presence. Chas. F. Coffin, of New Albany, gave instruction in science of teaching, literature, and mental science, and his work cast no indifferent reflection upon the high name he has among the prominent educators of this state. Valuable instruction was given upon other subjects by Dr. Lind of Danville, Miss Davis of Ohio, and Mr. Prescott. Tuesday evening Mr. Coffin gave his lecture on Emerson, which was among the best ever given in this place. Friday evening Ex-Gov. Porter gave a

lecture upon Hamilton and Jefferson. During the session much work was done to advance the educational work of this county. Reading Circles were fully organized and one hundred copies of each of the works ordered. We emphatically believe that Hancock county never had a better outlook than the present.

TEACHER.

THE NORTHERN INDIANA NORMAL is, as usual, "*booming*." The attendance is larger than it was last year and "College Hall" is literally *alive* with students. During the past summer the older buildings were thoroughly re-fitted. New roofs, new floors, new paint, new paper, new black-boards, new plaster, have been the rule to the extent of about ten thousand dollars. This new dress has much improved not only the appearance of things, but has increased the comfort and extended the facilities for the students.

The Principal, H. B. Brown, is of course happy. Why shouldn't he be?—just think of it; a new wife, a new home in his "mansion on the hill," a new outfit for school and the largest school in America! Is it any wonder that his smile should be contagious and that everybody connected with the school should be happy?

HAMILTON COUNTY.—Supt. E. A. Hutchins is an active worker. He and Supt. Kenaston of the Noblesville schools conducted a normal averaging 92 in attendance. The institute was large and enthusiastic, —the principal instructor from abroad being S. S. Parr, of De Pauw University.

In this county teachers are paid on a basis of scholarship, experience, and professional zeal. The rule is about as follows: Multiply general average of certificate, when for 24 months or more, and when the holder has had 3 or more years' experience, by $2\frac{1}{4}$ and call the result *cents*; for those with one or two years' experience, multiply by 2; with no experience, by $1\frac{7}{8}$. For each day's attendance at an institute $1\frac{1}{2}$ percent is added on general average of certificate, making $7\frac{1}{2}$ for the week. Also, $7\frac{1}{2}$ percent is added for "experience of teaching." It will thus be seen that it is possible for a teacher to make an average of 115 percent and to receive per day $\$2.58\frac{3}{4}$.

PERSONAL.

B. F. Smith is principal at Argos.

H. F. Willkie is principal at Lagro.

B. A. Bullock is principal at Carbon.

T. B. Felter holds sway over Elizabeth.

Jos. P. Bonnell is in the lead at Ossian.

S. A. Boggess has the Mentone schools.

F. T. Miller controls at New Amsterdam.

A. C. Fleshman is in charge at Lanesville.

H. H. Miller remains in charge at Bremen.

J. W. Casper is director-in-chief at Milford.

J. C. Comstock will remain at Michigantown.

J. A. Kautz teaches the Bluffton high school,

J. W. Gorrell is the biggest teacher at Maysville.

H. H. Loring is the principal at Hebron for 86-7.

J. W. Birchfield is principal of the St. Paul schools.

J. C. Gregg, not Gray, is Supt. of the Brazil schools.

Wm. C. Palmer remains Supt. of the Columbia City schools.

John M. Miller directs the educational affairs at Silver Lake.

C. B. Beck, of Young America, has taken the Camden schools.

C. C. Sherard, late of Ohio, is principal of the Montpelier schools.

N. A. Doughman will remain his fifth year as Prin. at New Haven.

G. A. Powles will remain in charge of the Mishawaka high school.

P. A. Allen remains at Bluffton a sixth year on an increased salary.

W. A. Price, a graduate of the Ada, O., Normal School, is principal at Leo.

W. S. Walker, for several years at New Haven, is now in charge at Andrews.

Chas. N. Peak, of New Marion, is the new principal of the Aurora high school.

A. R. Hardesty will have charge of the schools at Chesterton the coming year.

C. P. Mitchell, formerly of this state, is now principal at Ridge Farm, Illinois.

George P. Clark, of Ohio, takes Dr. Test's place in the Richmond Normal School.

E. J. McAlpine continues to do good service at the head of the Pierceton schools.

R. A. Chase is still master of the situation at Plymouth, and is likely to always remain so.

R. E. Scott, a graduate of the State University, is principal of the New London schools.

W. B. St. Clair, Supt. of Starke county, is developing into an excellent institute worker.

Everett Shepardson, a graduate of the State Normal School, will go to Shoals as superintendent.

Charles A. Segur will have charge of the schools at Lowell, Ind. Last year he was at Hamilton.

J. M. Johnson continues as principal of the Marengo Academy—a school well worthy of patronage.

J. P. Funk has just entered his thirteenth year, on his second term, at Corydon. He bears acquaintance.

Miss Agnes I. Rounds, of New Hampshire, has been added to the faculty of the Indiana State Normal School.

F. S. Caldwell, principal of the Winchester high school, was recently married to Miss Emma S. Stewart, of Ohio.

Dr. Erastus Test, of the Richmond Normal, is Prin. of the Westfield Academy, not Plainfield, as stated last month.

Chas. O. Merica, formerly one of the leading teachers in De Kalb county, will this year be principal at Leesburg.

W. H. Bass, of the Indianapolis high school, is out of school this year on account of serious trouble with his eyes.

Ezra Mattingly, an enterprising teacher in Washington, Daviess county, has become city editor of the *Washington Gazette*.

J. P. Dolan has been at the head of the schools at Syracuse for twelve years, and was never better appreciated than at present.

Richard Edwards, former president of the Illinois State Normal School, has been nominated on the Republican ticket for State Supt. of Illinois.

Miss Amelia Platter, of the Indianapolis high school, made her *debut* this year as an institute instructor. She gave good satisfaction wherever she worked.

A. E. Davison, who has for several years past been principal of the high school at Rochester, was married August 27, and has taken up his abode at Alton, Ill.

John R. Weathers has just entered his fifth year as superintendent of the Cannelton schools, with encouraging prospects. He is Reading Circle manager for Perry county.

W. A. Hester, formerly of this state, now of Owensboro, Ky., recently read an address before the county institute that was heartily praised and asked for publication.

Wm. E. Robinson, one of the principals, was promoted to the superintendency of the Detroit schools, to take the place of J. M. B. Sill, who resigned to take charge of the State Normal School at Ypsilanti, Michigan.

W. D. McCoy, principal of school No. 24, Indianapolis, is an active worker, and has a wide-awake school. His building is in good condition. The colored people have a right to be proud of such a representative.

W. W. Grant, Prin. of the Indianapolis high school, spent his summer vacation in Europe. He visited a great many places of interest, had an excellent time, felt richly repaid, and returns to his work full of life and energy.

Bruce Carr, for many years representative of the book house of Van Antwerp, Bragg & Co., and consequently known to many thousand teachers in Indiana, was recently nominated for auditor of state by the Republican convention.

F. Louis Soldan, Principal of the St. Louis Normal School, W. N. Hailman, Supt. of La Porte schools, and H. B. Hill, Supt. of Dearborn county, have been appointed "visitors" for the coming year to the State Normal School.

The new teachers at Purdue University this year are: Prof. M. B. Anderson, English and History; Mrs. Fletcher, of Mass., Matron of Ladies' Boarding Hall and Assist. in Preparatory Department; Miss Reynolds, instructor in Elocution; and Miss Thompson, instructor in Wood-carving and Drawing.

T. C. Mendenhall, formerly Prof. of Physics in the Ohio Agricultural College, but for some time past connected with the Signal Service Bureau at Washington, has been elected to the Presidency of the Rose Polytechnic Institute at Terre Haute at a salary of \$5,000. Dr. Mendenhall has carved his name high up in the scientific world, and is a worthy successor of the lamented Pres. C. O. Thompson.

H. M. Skinner, the scholarly and most efficient chief clerk in the Department of Public Instruction, after serving more than three years, has resigned to accept a place in the Chicago House of A. S. Barnes & Co. Mr. Skinner has filled this place with marked ability and has made for himself hosts of friends throughout Indiana. The Journal sincerely regrets to have Mr. Skinner leave the state, but congratulates him on securing a position with good pay, and prospectively permanent.

BOOK TABLE.

VAN ANTWERP, BRAGG & Co., of Cincinnati, have recently issued a descriptive catalogue of their publications, which is gotten up in very attractive style. It is illustrated with engravings of several of their principal authors.

SOUTHERN BIVOUAC is the name of a literary and historical magazine published monthly at Louisville by the Home and Farm Publishing Co. It is especially interesting to Northern readers in that it gives most of its historical sketches from a Southern standpoint.

NATIONAL SYSTEM OF PENMANSHIP—BRIEF COURSE: New York and Chicago: A. S. Barnes & Co. Cyrus Smith, Indianapolis, Agent for Indiana.

The above is a beautiful 6-book series. The copies are plain, simple, without flourish, without extra shading, perfect. The paper is good—too good. The covers are "things of beauty." They are—but words do fail one to say what. Think what copy-books should be, and they are that.

RIVERSIDE LITERATURE SERIES: Houghton, Mifflin & Co. take great pleasure in announcing that nine new numbers will be added to the Riverside Literature Series during the next school year. No. 19 contains "The Autobiography of Benjamin Franklin" down to the issue of Poor Richard's Almanac in 1732. No. 20 will complete

the Autobiography and will be issued in October. These seem most valuable additions to this popular series.

LECTURES TO KINDERGARTENERS: By Elizabeth Peabody. Boston: D. C. Heath & Co.

This book is the result of the careful study of the life and writings of the great masters in education, and individual teaching in modern schools. While these lectures were for kindergarteners, no teachers of any grade of school work can fail to read them with profit. They treat of principles that may—*must* be—applied in every grade from the kindergarten to the college. This book is especially valuable to the country teacher who must of necessity deal with all grades.

THE new volume of the *Century Magazine*, which commences with the November issue, will contain the authorized Life of Abraham Lincoln. This great history will be the leading serial feature of the magazine during the volume for 86–87. It will be written by his confidential secretaries, John George Nicolay and Col. John Hay, who were intimate from boyhood with the companions of Lincoln. It was commenced with the sanction and assistance of Pres. Lincoln himself, and has been continued under the oversight of Robert T. Lincoln, the only surviving member of the President's family. The reputation of Messrs. Nicolay and Hay assure its literary merit.

HARPER'S for October is unusually rich in poetry. The most important poem is "The Brahman's Son," with four illustrations by Alfred Fredericks. An interesting and profitable article sketches the history of the Soldiers' Home for disabled soldiers from its beginning in 1865 and its immense organization as now developed in its five great branches at Augusta, Me., at Hampton Roads, Va., at Milwaukee, Wis., at Dayton, Ohio, and at Leavenworth, Kan. Charles Dudley Warner, in "Their Pilgrimage," conducts us through Cooperstown, Richfield Springs, and Niagara Falls, and the guide makes the trip a thoroughly enjoyable one. In the line of fiction there is a story of Southern Life by Thomas Nelson Page, and additional chapters to Blackmore's serial, "Springhaven," The Oct. No. is every way up to the standard.

SHELDON'S ELEMENTARY ARITHMETIC: New York and Chicago: Sheldon & Co.

The above book is just out. It is the product not of a single mind, but of several minds. The publishers believed that by securing the co-operation of several persons especially qualified a better book could be secured than could be written by any one person. The combined wisdom of these experts has produced a book combining the best methods, the best grading, the best selection of problems, the best suggestions as to teaching, known to the most successful teachers.

The "Complete Arithmetic," which with the above makes a two-book series, was noticed in the August Journal. The two books have been made with all the other arithmetics as samples. The authors

tried to combine the good qualities of all, and exclude all defects. They have succeeded admirably. An examination of these books will well repay.

ELEMENTS OF PEDAGOGY: By Emerson E. White, A. M., LL. D. Cincinnati: Van Antwerp, Bragg & Co.

This book is what its name indicates. It is a presentation of pedagogical principles and their application in such a way that the average teacher can understand it and profit by it.

The author first discusses the Elements of Pedagogy. This subject is not treated comprehensively or exhaustively, but such parts of it as bear directly upon teaching are discussed in a practical way, with the use of comparatively few technical terms. All technical terms are carefully discussed and defined. It does seem that teachers will be able to read it understandingly and profitably.

Following this comes a discussion of some of the leading "principles of teaching." In the light of what has been learned about the nature of mind, the principles that connect its growth with the subjects taught are discussed.

The "Methods of Teaching" is a valuable department of the book. These methods are all considered with reference to the foregoing discussions of the nature of mind and the principles of teaching.

Perhaps the most practical department of the book is the one on "Methods of Teaching Special Branches." Under this head reading, language, geography, and arithmetic are discussed.

A chapter on "Moral Training" closes the book. No man in this country has treated this subject with more conceded ability and with more general acceptance, than has Dr. White.

The book is one of special value at this time when so much is being said and done in the direction of the study of psychological and pedagogical principles.

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No. 11.

METHOD OF GEOGRAPHICAL INSTRUCTION.

BY HEINRICH MATZAL.

[*Translated from the German by Howard Sandison.*]

INTRODUCTION: THE PROBLEM.

IN a letter of Carl Ritter concerning his geographical works it is said—"My first design in undertaking this work was to fulfill a promise which I had given to Pestalozzi to prepare a text-book of Geography for his Institute, in the spirit of his method.

I actually began my work, but found in the elaboration of the geographical materials only fragmentary work and chance; also in the treatment of the science, arbitrariness. While in the spirit of the method (the teachers of method, indeed, understand nothing of Geography) I rejected every arbitrariness, and sought the essential things. I found them, indeed, I think happily out of the geographical chaos, and now that I once had the thread, the whole entangled mass of itself unraveled to me."

Thus the nineteen mighty volumes of Ritter's Geography [Erdkunde—hence, really Earth-science, i. e., geography, geology, etc.] originated. But that promise is left unfulfilled.

What Pestalozzi desired of Ritter, Herbart has formulated (1806) thus: "Out of thoughts arise feelings, and thereout, principles and modes of action. To think everything in this connection—[i. e., in the relation of the intellectual, emotional, and volitional], what one should present to the pupil; what one

can instil into his disposition; to seek out how one may unite these things, one to another; to search out how these ought to follow, one upon another, and how, again, each may become a support for the succeeding; all this gives an endless number of designs in the treatment of the separate subjects, and to the educator, immeasurable material in an unceasing and thorough investigation of all sciences and writings accessible to him, so also [to the pupil] for uninterrupted employments and exercises.

We need in this respect a large number of pedagogical monographs, (guides for the treatment of every separate instrument of education), [i. e., manuals, of drawing, of writing, etc.], but these all must be thought out most strictly after one plan [i. e., the plan of all-sided development.] But to such a work I venture not to invite; indeed not, for the reason that I must assume that plan, into which this all could fit, to be thoroughly accepted and cordially adopted." [By those who would write such manuals; which at present (1806) is not the case.]

The same demand is repeated in the latest principal work of educational science—Ziller's lectures concerning General Pedagogics [1876.]

"The preparation of the teacher," says Ziller, "should be supported through the instrumentality of scientific books of methods and pedagogical elaborations of the teaching material by far more than it is done at present. All depends upon a correct arrangement and unity of that which must be learned and done simultaneously and in succession. There must arise a strictly logical constancy of sequence, which already Pestalozzi conceived, an orderly succession in which no link is wanting [in which] every prior thing is calculated in anticipation of the succeeding thing, and the latter is completely grounded in the former; no idea is permitted to present itself sooner than it can be understood and explained, and in the explanation not any conceptions are to be used which find their explanation later. But also such a uniting of the simultaneous must prevail, that the threads of one subject of instruction must run over to the other, [those] of the latter, back to the former. The realization of these two thoughts—at one time a strictly regulated advance

and then an orderly uniting of the simultaneous—is the problem of special pedagogical instruction, for which at present [1876] only scattered materials exist.

It [i. e., the special Science of Instruction] has to seek out, and to show as necessary the steps of instruction succeeding one upon another; it has to exhibit the threads of a concentric instruction. It has, likewise, for this end, to follow out the historical developments of our branches of science, [of study] and to supply, by means of suppositions, many gaps in the historical transmission of the advance of mankind educationally. But it must build itself upon the basis of extensive and fundamental considerations of details, without which even general pedagogics, can not rise above vague, unintelligible statements, not advancing practical education."

(More fully elaborated in Ziller's Basis to the Theory of Pedagogical Instruction—First edition 1865;) Second edition 1884, pp. 176–179, with this note, p. 177—"Since real knowledge and skill are to be acquired, therefore, this is the minimum [requirement]:—that all instruction, every school book, as well as the teacher himself, shall really stand upon the height of science, and respond strictly to the advance of knowledge, so that the reproof is avoided: one who understands nothing of the thing, employs himself without its method. With this thought in mind Süvern also writes to the men sent to Pestalozzi by the Prussian government that 'they should not forget that the deepest knowledge of a thing is essential to a fundamental elementary treatment of the same,' and that 'every monograph must stand the test as well of the man of the profession [practice] as of fundamental pedagogics' [theory.]

Through the fulfillment of the before mentioned demand very many difficulties and perversities of instruction may be avoided, almost without effort.")

A monograph of this kind for geographical instruction, shall, in the following be undertaken.

The problem is great or small just as one will conceive it.

One conception would be—to show how one can impart to the pupils the greatest amount possible of geographical knowledge, in the shortest possible time.

The other is expressed in the two illustrious names which are mentioned in the beginning. These both demand *the avoidance of the arbitrary* and *the seeking of the essential*.

That is the logical basal requirement which shall be complied with.

In addition comes an *ethical* requirement:—[That the emotional nature, or sympathy, shall be the avenue to the intellect.]

“*Knowing through sympathy*,” Pestalozzi became the founder of our pedagogics, and Ritter, as evidenced in the before mentioned letter, the founder of our earth-science.

They seem to demand a like quality of mind if, perchance, one of their successors should take upon himself the fulfillment of that promise.

In the first conception I think myself able to solve the problem; in the second, not. Nevertheless, I have believed that I should choose the second, although well knowing that I can offer only an approach to an approximation to the solution,—only an attempt of an attempt.

Whether that was well done, the indulgent reader may decide.

PUBLIC LIBRARY—HOW THEY MANAGE IT IN PRINCETON.

A. J. SNOKE.

[The following was written some months ago at the request of the Editor. It contains many excellent suggestions.]

ABOUT five years ago several of the citizens of Princeton determined to make an effort to establish a library. The law bearing upon the subject was looked up and found to provide for library associations on the plan of joint-stock companies. A subscription list was circulated and in a short time seventy shares of ten dollars each were assured. An organization was then effected in accordance with an act of the Legislature passed in 1852. A large, pleasant room was rented next, and handsomely fitted for a reading-room and library. About four hundred new books were purchased, which being added to the remains of old Working Men's Library, gave the association nearly a thousand volumes to begin with. Soon after opening, the privileges of the reading-room and the use of the library for reference were made free to all—the privilege of taking books from the library being limited to stock-holders and the owners of season tickets.

In the legislative session of 1882-3, through the influence of our State Senator, the Hon. J. E. McCullough, an act was passed authorizing town councils (and as amended in the following session, city councils also) to levy a tax of not more than seven mills on the dollar, to be used in the purchase of books exclusively by the library associations organized according to the provisions of the act already referred to. The first levy of six mills on the dollar gave the association about \$750. The following year about \$450 were received from the same source. After the receipt of the first installment of tax the use of the library was made free to all the inhabitants of the city.

The current expenses meanwhile, amounting to nearly \$200 annually, were met by the proceeds of lectures, concerts, and festivals. This part of the management, however, proved to be a burden of no slight dimensions to those in immediate charge of the enterprise. The gratuitous service required to carry on successfully a library is not inconsiderable, and when to this is added the responsibility of providing necessary funds, it requires a larger installment of patriotism than is usually found in communities. Many of the failures of such enterprises have no doubt been due to deficiencies here suggested. To assure permanency some unfailing source of revenue for the purchase of books and other expenses should be provided at first if possible.

Before this problem had been fully solved by the managers of our library a disaster befel it which, though greatly deplored, promises to result in something better than what was lost. On the 9th of last February the block of buildings containing the library was destroyed by fire, and with it all the property of the library association except about two hundred and fifty books which were in the hands of patrons when the fire occurred.

So thoroughly had the library approved itself, and so general was its appreciation that the demand for re-establishment is universal. Subscription lists for this purpose already show an aggregate of more than \$5000, and the amount that will be raised will probably exceed \$6000. This sum will enable the managers to replace books lost (about 2000), erect a building for the purpose, and invest a fund that will go far towards providing for current expenses.

Some idea of the appreciation of the library and its value may be obtained from a few statistical items. In 1884, the circulation reached 6000; attendance in the reading-room and library, 8000. In 1885, circulation 8000; attendance 10,000.

As an adjunct to our school facilities the library was of great value. It enabled our teachers to bring their teaching more nearly in accord with the most approved methods of instruction. It has had a marked influence in developing a general intelligence among pupils, and, best of all, it has done much towards the correction of a taste for books that were vicious in their tendency. Our information on this point is definite and reliable. At the close of each year pupils make out lists of books that have been read during the year. These lists have been preserved for a series of years. After the library had been open one year a comparison was made with the record of the previous year. A surprising change was manifest. The dime novel had been largely displaced by the choicest of reading for the young, and not one dime novel was reported where twenty had appeared before.

This gratifying result was no doubt largely due to the fact that the larger part of the books that were placed in the library had been selected with a special view to supplying the needs of the younger class of readers. However creditable it may seem to have a large display of standard or classical works, these are not the kind of books that meet the first want of a community in which the library is newly established. The failure of library enterprises is most frequently due to an oversight of the fact that the reading habit must be formed early in life if at all. To place a library adapted only to adults in a community not previously trained is simply to invite certain failure.

THE SEVEN LAWS OF TEACHING.

JOHN M. GREGORY, LL. D.

TEACHING has its natural laws as fixed as the laws of circling planets or of growing organisms. Teaching is a process in which definite forces aim to produce definite effects, and these effects

follow their causes as regularly and certainly as the day follows the sun. Causation is as certain, if not always as clear, in the movements of mind as in the motions of matter. The mind has its laws of thought, feeling, and volition, and none the less fixed that they are spiritual rather than material.

To discover the laws of any process, whether mental or material, is to bring that process under the control of him who knows the law and can command the conditions. He who has learned the laws of electric currents may send messages through the ocean; and he who has mastered the chemistry of the sun-beam may make it paint him portraits and landscapes. So he that masters the laws of teaching may send knowledge into the depths of the soul, and may impress upon the mind the images of immortal truth. He who would gain harvests must obey nature's laws for the growing corn; and he who would teach a child successfully must follow the laws of teaching, which are also laws of the mental nature.

Teaching, in its simplest sense, is the communication of knowledge. This knowledge may be a fact, a truth, a doctrine of religion, a precept of morals, a story of life, or the process of an art. It may be taught by the use of words, by signs, by objects, by actions, or examples; and the teaching may have for its object instruction or impression—the training of mind, the increase of intelligence, the implantation of principles, or the formation of character; but whatever the substance, the mode, or the aim of teaching, the act itself, fundamentally considered, is always substantially the same; it is the communication of knowledge. It is the painting in another's mind the mental picture in one's own—the shaping of a pupil's thought and understanding to the comprehension of some truth which the teacher knows and wishes to communicate.

To discover the laws of any phenomenon we must subject that phenomenon to a scientific analysis and study of its separate parts. If any complete act of teaching be so analyzed, it will be found to contain seven distinct elements or factors: 1, two actors—a teacher and a learner; 2, two mental factors—a common language or medium of communication, and a lesson of truth to be communicated; and 3, three functional acts or processes—that

of the teacher, that of the learner, and a final or finishing process to test and fix the results.

These are essential parts of every full and complete act of teaching. None of them can be omitted, and no other need be added. No full and complete account of the philosophy of teaching can be given which does not include them all. If there is any true science of teaching it must lie in the laws and relations of these seven elements and facts; and no true or successful art of teaching can be found or contrived which is not based upon these laws.

To discover their laws, let these seven elements be passed again in careful review and enumeration, as follows: 1, a teacher; 2, a learner; 3, a common language or medium of communication; 4, a lesson or truth; 5, the teacher's work; 6, the learner's work; 7, the review work, which ascertains, perfects, and fastens the work done. Is it not obvious that each of these seven must have its own distinct characteristic, which makes it what it is? Each stands distinguished from the other, and from all others, by this essential characteristic, and each enters in and plays its part in the scene by virtue of its own character and function.

It may seem trivial so to insist upon all this. Some will say, "Of course there can be no teaching without a teacher and a pupil, without a language and a lesson, and without the teacher teaches and the learner learns; or, finally, without a review, if any assurance is to be gained that the work has been successful and the result is to be made permanent." All this is too obvious to need assertion. So also is it obvious that when seeds, soil, heat, light, and moisture come together in proper measure, plants are produced and grow to the harvest; but the simplicity of these common facts does not prevent their hiding among them some of the profoundest and most mysterious laws of nature. So, too, a simple act of teaching hides within it some of the most potent and significant laws of mental life and action.

Each element here described has its own great law of function or action, and these taken together constitute the **SEVEN LAWS OF TEACHING.**

These laws are not obscure and hard to reach. They are so simple and natural they suggest themselves almost spontaneously to any who carefully note the facts. They lie imbedded in the simplest description that can be given of the seven elements named, as in the following:

1. A teacher must be one who KNOWS the lesson or truth to be taught.

2. A learner is one who ATTENDS with interest to the lesson given.

3. The language used as a MEDIUM between teacher and learner must be COMMON to both.

4. The lesson to be learned must be explicable in the terms of truth already known by the learner,—the UNKNOWN must be explained by the KNOWN.

5. Teaching is AROUSING and USING the *pupil's mind* to form in it a desired conception or thought.

6. Learning is THINKING into one's UNDERSTANDING a new idea or truth.

7. The test and proof of teaching done,—the finishing and fastening process—must be a RE-VIEWING, RE-THINKING, RE-KNOWING and RE-PRODUCING of the knowledge taught.

These definitions and statements are so simple and obvious as to need no argument or proof; but their force as fundamental laws may be more clearly seen if stated as rules for teaching. Addressed to teachers they may read as follows:

I. Know thoroughly and familiarly the the lesson you wish to teach; or, in other words, teach from a full mind and a clear understanding.

II. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

III. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

IV. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown in single, easy, and natural steps, letting the known explain the unknown.

V. Use the pupil's own mind, exciting his self-activities and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

VI. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

VII. Review, *review*, REVIEW, reproducing correctly the old, deepening its impressions with new thought, correcting false views, and completing the true.

These rules and the laws which they outline, underlie and govern all successful teaching. If taken in their broadest meaning, nothing need be added to them; nothing can be taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is necessary to give them free and undisturbed action.

Like all the great laws of nature, these laws of teaching will seem at first simple facts, so obvious as scarcely to require such formal statement, and so plain that no explanation can make clearer their meaning. But, like all fundamental truths, their simplicity is more apparent than real. Each one varies in applications and effects with varying minds and persons, though remaining constant in itself; and each stands related to other laws and facts, till it reaches the outermost limits of the science of teaching. Indeed, in a careful study of these seven laws, the discussion will reach every valuable principle in education, and every practical rule which can be of use in the teacher's work.

They cover all teaching of all subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and useful for the college professor as for the master of a common school; for the teaching of a Bible truth as for instruction in arithmetic. In proportion as the truth to be communicated is high and difficult to be understood, or as the pupils to be instructed are young and ignorant, ought these rules to be carefully followed.

Doubtless there are many successful teachers who never heard of these laws and who do not consciously follow them; just as there are people who walk safely without any knowledge of gravitation, and talk intelligently without studying grammar. Like the musician who plays by ear, and without the knowledge of notes, these natural teachers, as they are called, have learned the laws of teaching from practice, and obey them from habit.

It is none the less true that their success comes from obeying law, and not in spite of laws. They catch by intuition the secret of success, and do by a sort of instinct what others do by rule and reflection. A careful study of their methods would show how closely they follow these principles; and if there is any exception it is in the cases in which their wonderful practical mastery of some of these rules—usually the first three—allows them to give slighter heed to the others. To those who do not belong to this class of “natural teachers,” the knowledge is of vital necessity.

Let no one fear that a study of the laws of teaching will tend to substitute a cold, mechanical sort of work for the warm-hearted, enthusiastic teaching so often admired and praised. True skill kindles and keeps alive enthusiasm by giving it success where it would otherwise be discouraged by defeat. The true worker's love for his work grows with his ability to do it well. Even enthusiasm will accomplish more when guided by intelligence and armed with skill, while the many who lack the rare gift of an enthusiastic nature must work by rule and skill or fail altogether.
—*The Pilgrim Teacher.*

GUESSING NOT INDUCTION.

GEORGE P. BROWN.

MUCH praise is given to the “inductive method,” otherwise called the “scientific method,” or “method of discovery,” and justly too. It is the chief reliance of the common school teacher in giving the mental training attainable to the children in elementary schools. These pupils seldom attain to the age and advancement necessary for the successful practice of the deductive method of reasoning. I do not ignore the fact that there is a constant exercise of the powers of deduction in all inductive processes, as there is of induction in deductive processes. But this union of concurrent methods does not prevent one method of reasoning from being entitled to be called inductive and another deductive, according as one or the other of these processes is the predominating one. Induction is an analytic process,

while deduction is synthetic. The former furnishes the material which the latter makes use of. It would be reasonable to infer, therefore, that the nature of the mind is such that it could pursue the inductive method earlier than the deductive, even if observation had not shown this to be true. But as a supply of premises must be furnished by induction before any valuable exercise of the deductive faculty is possible, so a supply of facts must be furnished before any valuable inductions are possible.

To make any serious attempt to pursue the inductive method of teaching without a sufficient basis of facts, can result only in random guessing on the part of the pupil. It has been my experience to see much earnest, honest endeavor by conscientious teachers come to naught, because they did not distinguish between an induction and a guess. These teachers are apt to consider every happy guess by the pupil as an evidence of the efficacy of their method, and to regard every failure to guess right as bad practice in the use of the method. They assume to be true what Socrates believed, that the soul of the child pre-existed in other forms before it became a child, and that the only thing needed is that the right sort of question be put to the child and those things it formerly knew will return to consciousness. They are reminiscences of a former existence.

But what Socrates attributed to a former existence we credit to heredity, and consider them simply as tendencies of mind rather than actual knowledge.

Guessing is of no educational value. It is not always easy for the teacher to distinguish a guess from an induction from insufficient data, but the two mental processes are very different. As guessing is easier than induction it is quite apt to be substituted for it if the teaching permits this. There is a Pestalozzian rule to the effect that the "child shall not be told what he can be led to discover for himself," which tends to encourage guessing by the manner in which it is applied. An attempt to "develop" an idea without sufficient data, and *before the inductive powers of the child have become sufficiently active*, by a process of guessing, will inevitably lead not to an inference as to the fact, but to a guess as to what is in the teacher's mind. The pupil is not study-

ing the thing, but is trying to determine what is in the teacher's mind that she wishes him to say. In a round-about way she finally reveals it, and he repeats it, and the teacher scores another triumph for the inductive process.

The two essential conditions precedent to the successful use of the inductive process are, (1) a sufficient basis of facts, and (2) sufficient mental development to enable the child to draw the inference sought.

How are these facts to be acquired by the child? I answer, "by observation and evidence." The child must see for himself or be told. It would seem as if it were the creed of some teachers never to tell the child anything. This comes from the too rigid interpretation of the Pestalozzian rule of teaching. "Telling" is both the historic and scientific way of imparting much of the knowledge that the young child must acquire, and this method is quite as necessary to good teaching in the higher as in the lower grades.—*Intelligence*.

VOCAL MUSIC IN OUR PUBLIC SCHOOLS.

S. C. HANSON.

THE course of study in our public schools everywhere should be enlarged by the addition of at least one more branch of study, and that is vocal music. The beneficial results would in a few years be incalculable. The few teachers who are already giving it a place in each day's work are finding it productive of a great amount of good. Let me give a few reasons why our public school work should embrace instruction in vocal music.

Physically, the result of such instruction is of great importance. 1. It brings into activity many of the important muscles of the body. 2. It promotes the circulation of the blood. 3. It strengthens the lungs by expanding the air-cells. Many persons never fill the lungs in breathing, and as a result the air-cells at the extremities of the lungs frequently close permanently and become diseased. Judicious and regular drill in vocal music prevents this closing of the air-cells, and tends to open those

already closed and to restore them to healthful action.. 4. When pupils become weary, a live song is a very good substitute for a recess without the disorder that a recess often brings.

Morally, the result of instruction in vocal music is of the highest importance. 1. The great fountain of all human emotion is opened by music. A noble sentiment clothed in poetry and given to the world in song strikes deep into the human heart. 2. It produces cheerfulness and good humor, thus enabling the teacher to preserve better discipline. Anger, hatred, malice, and indeed all of the evil passions give way to pure and noble sentiments through its influence. 3. It aids the teacher in managing his school, because it tends to unite discordant elements. The military commander well knows the influence of martial music upon his soldiers, but the experienced teacher knows that it is no greater than that exerted upon his pupils by vocal music. 4. It fits one better for social enjoyment, as well as religious worship. 5. The young and tender heart is thus made susceptible of good impressions, and the earnest and conscientious teacher can easily sow the seeds of truth. The hardened and sinful heart is as frequently led to a reformed life through the influence of song as through that of eloquence.

Friends of song, let us plead the cause of vocal music until every child in our land has an opportunity to learn something of it in our public schools.

PRACTICAL ETHICS OF THE SCHOOL-ROOM.

ELENORA STACKHOUSE.

It is a theory of the "New Education" that every branch of knowledge is capable of expansion so as to include a moral element: That this embraces the True, that the Good, and another the Beautiful. It is conceded that every direction in which the mind expands tends to the elevation of the soul, and this very admission, by being so general, renders careless the casual observer of the workings of an educational system and blinds even those actively associated with it as to just how much and the kind of good taken in with a given amount of culture in a given direc-

tion. At present we accept the fact that a boy is better in school than out, but we fail to define the specific good he is to receive when there. We admit that an educated rogue is more dangerous than an ignorant one. It therefore behooves us to inquire whether in giving our future citizens the knowledge which is to constitute the power of the land, we are not also furnishing him the material and desire to work his fellow-man a more consummate injury, and to accomplish for himself a more skillful ruin. We understand that these evil tendencies are supposed to be neutralized and a counteracting moral influence infused into the mind of the pupil by the mere act of his breathing the air of the school-room—how else? It is certain that this is one of the things left to take care of itself, aimed at indefinitely and reached, if at all, incidentally. We shall endeavor to prove that it can be aimed at incidentally and reached indirectly, which is quite a different thing. We have specific means within our reach and grasp at generalities not capable of application.

The nation demands of the common schools a race of practical men and women, ready for emergencies; the man himself is a part of no race and is building for eternity. God places in our hands a child, the country a text-book. How are we to deduce from the three R's a code of morals that will not clash with actual experience? How are we to teach that "Honesty is the best policy"? Is the purpose of the soul accomplished in discussing honesty as a policy? Is it not merely an expedient? And then the first business transaction of the boy after leaving school seems to belie it. What is there to fall back on when honesty fails in the light of policy?—dishonesty.

A moral principle should be as positive as the law of gravitation and not capable of convenient construction. The True is absolute and does not furnish material for argument. The soul takes cognizance of axioms and has the courage of its convictions to condemn. Then it must suffer deterioration in asserting black to be white. So in developing integrity, the factor of most value is the absolute.

Every branch of knowledge has its peculiar applicabilities and for the purpose under discussion no subject is so well fitted as

mathematics. In the first place it is an absolute science,—every statement is capable of proof, from the assertion that twice two are four to the minimum line. Every number bears a certain set of relations to every other existing number. Hence knowledge is accurate and inaccuracy is a falsehood on the face of it, and capable of demonstration.

Let us see what difficulties the child encounters and what he has to learn. He is taught first to count to ten with objects, talks of ten and all preceding numbers and verifies his knowledge with objects, learns the signs of representation, combines the numbers within the limits and puts the result into written expression. He knows that 2 stands for that number of objects, that + means to put into one group and — to separate into two. For the learning of these arbitrary signs only sufficient time must be given to impress them on the memory, or you find yourself in difficulty in some other place. That done, extension of knowledge for a few years means repetition of the same principles under different conditions. Memory is strengthened but not depended on, for the child is to be required to prove every statement with objects. Reason is not yet developed,—let the eyes see, the ears hear, and the fingers enumerate every given requirement. *Then* the visible sign. Call on memory for nothing but the arbitrary sign to represent the verified statement. Do not permit a child to say two and two are four unless he can prove it. Then clinch the fact with numberless illustrations which the child himself is to make. Assume the character of doubting Thomas and he will be anxious to convince you, himself and his companions that there is no doubt about the matter.

Now the time will surely come when he can conceive the numbers abstractly, but never carry him to the point of not feeling the obligation of proof. Teach him to be as careful of representation as of thought; that the signs used, though arbitrary, are absolute and almost universal in their significance. He knows that if he means 3, 7 will not convey the idea of three to others; that he would as well tell you he had eight cents when he had but five as to represent it in figures. The child will say he “forgot,” “made a mistake,” or “didn’t think.” He would

never think of offering such an excuse for a verbal, and ought he to be allowed to make such a one for a written falsehood? We are presuming that the child has been carefully and accurately taught. He knows what the result of the calculation should be and the written expression of it. Here is the point, he is morally responsible for every statement within his knowledge. *Hold him to it.* Culpable carelessness degenerates into a tendency to plausible explanations of false accounts. The old adage, "Figgers never lie," may be read to mean that the makers of 'figgers' are responsible. Inaccuracy ought not to be permitted. The child ought not to feel that an incorrect answer is possible, that he is held for results within his knowledge, that "I didn't think" can no more be accepted for a wrong calculation than for asserting that it was night at mid-day.

In this place we must be careful how far the child's knowledge extends; a requirement beyond that is a positive injury, for it induces the expedient of 'guessing,' that can not be too strongly reprehended. Numbers are truthful, and in our dealings with them is involved the integrity of the character.

In some processes of reasoning the mind may fail to see true relations, but, given the right process the answer follows as a certain result. In taking up new work with advanced classes the question must be carefully reasoned, process accurately taught, results never considered. To teach them an incorrect answer is impossible from correct reasoning.

Aside from a moral standpoint the world calls false accounts dishonest, in school it may have been a "mistake." Calculations in a class on a promissory note may vary according to the accuracy of its individual members and seemingly no great harm done except to strengthen the feeling of indifference, but if in business the maker of the note differs from the holder he might justly be accused of wishing to turn it to his own advantage. The pupil who contends for the merit of making but one mistake while his class mate makes two, stands not on his own intrinsic value, but views himself relatively and is satisfied with being a point better than his neighbor instead of aiming at perfection. He resorts to expedient, nothing is absolutely pure but

only less adulterated than the next. He spends at least enough energy to cover up and make appear accurate to have made it so twice over from the beginning. The world has not time to investigate, unless he owes it money, and what matters the disapproval of his own soul?

These are the capabilities of numbers in developing the integrity of the character, some of the causes of unintentional falsification, and some of the methods by which a truer sense of their importance may be reached.

We have a two-fold purpose in all our teaching,—fitting for eternity and for practical life, where, though the fine surface may be soiled the grain is uninjured and what a man is he remains—then if knowing the evil he remains unsullied, the Beautiful is his relaxation, the Good his consolation, and the True the active principle of an undaunted soul.

AN OLD SONG ANALYZED.

You all know the old familiar song:—

“Sing a song of sixpence,
A pocket full of rye,
Four-and-twenty blackbirds
Baked in a pie,” etc.—

but have you ever read what it is meant for?

The four-and-twenty blackbirds represent the twenty-four hours. The bottom of the pie is the world, while the top crust is the sky that overarches it. The opening of the pie is the day-dawn, when the birds begin to sing, and surely such a sight is fit for a king.

The king, who is represented as sitting in his parlor counting out his money, is the sun, while the gold pieces that slip through his fingers, as he counts them, are the golden sunshine.

The queen, who sits in the dark kitchen, is the moon, and the honey with which she regales herself is the moonlight.

The industrious maid, who is in the garden at work before the king (the sun) has risen, is day-dawn, and the clothes she hangs out are the clouds, while the bird, which so tragically ends the song by “nipping off her nose,” is the hour of sunset. So we have the whole day, if not in a nut-shell, in a pie.—*Illinois School Journal.*

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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HOW TEACH GEOGRAPHY?

IN a previous article, we sketched an outline of the nature of geography, in its *logical* relations of idea to idea and condition to condition and of the *chronological* development of the subject in a growing mind. The former article was an attempt to give the *necessary succession* of ideas in the subject, first, in the adult and relatively mature mind and, then, in the growing and relatively immature mind.

Such an outline may, by some, be thought only a glittering generality. They do not see how, by its possession, they are nearer successful work. To such we respectfully cite the architect's rough draft as an example of a useful appliance of similar nature. One may think he might build a house without any such draft; but he is mistaken. The building of a cabin or a corn-crib involves all the steps of the most costly mansion. The elaborateness and finish of the steps form the difference. The simile is closer than the first hurried look would indicate. As the rough draft is a necessary step to a symmetrical and economically arranged house, so the outline is necessary to economic and systematic teaching.

We may even go much farther and say that every teacher makes some such outline. In the minds of some, it is very foggy and obscure. Perhaps it is only a poor starved dozen or so of book definitions; a hazy idea that Kokomo, Kalamazoo, Oshkosh and Skaneateles are towns somewhere this side of the Zuyder Zee. But it is there! The proper thing is to put out this little imp of darkness, lean and unfavored as he is, and put in an outline of the nature of the subject that has some marrow to its bones and some juice in its tissues. When the teacher has staked off his ground and fully possessed himself of it, he is ready to ask the all-important question *cui bono*—for what end?

THE PURPOSE OF GEOGRAPHY.

It is useless to argue the necessity of breathing. People can

not help some kind of breathing. But no such absurdity attaches to arguing for pure air and plenty of it. No teacher ever taught geography without some kind of purpose, if only to kill twenty minutes of time. Very many think their skirts are clear in this world and the next, if the pupil can rattle off the language of his book. The only faculty that haunts them is the ghost of memory. At this they are continually throwing the black beans of memorized statements.

The purpose is double and not double. We might say it is to teach a certain set of geographical ideas and to train the mind. The two aims are one and the same. Well taught ideas give culture and good culture finds its possessor with a well organized and digested set of ideas. Assuming, then, these two aims to be one, let us inquire what ideas the pupil should gain from this subject.

Geography is the only subject that photographs the entire life of this busy hive we call the earth. Civilization, which is the outer life of man, is to be viewed in relation to the life of nature, that is, plants and animals. All life is to be held up to the earth as the great fountain of which this life has sprung. It is the only subject that trains one to use his personal experience of trees, plants, brooks, hills, clouds, weather, and the whole round of animals and his experience of men and human affairs to explain and comprehend countries and continents, governments and peoples his eye hath not seen. The big round globe is a hive of busy life which every intelligent person must interpret, as a whole, using what his five senses and his inner lamp of the soul (consciousness) give, as the basis for this interpretation. No other subject exercises the imagination in constructing man and nature in colossal aggregates. History and the social sciences deal chiefly with man, and secondarily with his other half in nature. The natural sciences deal first hand with mother nature and second hand with man. It is reserved for geography to hold one of these in her right hand and the other in her left and trace the interwoven threads of relation.

The judgment is cultivated by tracing the connections of the giant parts of the earth in their relation of cause and effect, pur-

pose and other similars. The field for intelligent judgment is a broad one. It is nothing less than the resources, the civilization and culture, and the relations of races and nations! Surely, this will make one cosmopolitan enough to be called a citizen of the world! Such a view of the path of the sun in his circling hours will take us out of our home-keeping corner and give us, instead of homely wits, that breadth and comprehension of view which characterizes the educated mind.

The narrowness of view which regards its own neighborhood, county and state as the sum-total of animated nature is rightly called provincialism. Its sympathies are essentially egotistic and selfish. Its humanity is built on the multiplication-table plan. Nothing is more effectual in widening sympathy than the subject we are considering. The vague geography of our newspapers has made men a hundred fold more cosmopolitan than they were before.

But all this is mere glittering generality! Give us, says one, something tangible, something we can 'say' to our pupils, something we can do without further preparation in our school-rooms. Ah, my dear teacher, why will you so persistently be a beggar and live from hand to mouth? Why not lay in a stock large enough to last a time? General principles, as their names imply, are sources not for a day or a week, but for all time. One general principle thoroughly comprehended will enable one to get and use a thousand facts.

As will readily appear from reading between the lines, text-books and map-learning are to be sent to a secondary place. The main thing shall be to learn the great facts of geography as indicated in the outline of the subject, using text-books and maps as means and not as ends. Heretofore, this relation has been reversed.

ALL TEACHING IS MORAL TRAINING.

A RECENT book on education has this: "These two conceptions, the higher and the lower, have three elements in common — (1) There is the *substratum* or body; (2) the mind, as the seat of *intellectual* activities; and (3) the spirit, as the seat of *moral*

activities. * * * If the complex process of education is to be *rational*, physical training must be based on the laws of physiology; mental training on the laws of psychology; and moral training on the laws of ethics."

If any good reason exists for rehabilitating the defunct corpus from the thinking of Plato and his times, viz., the distinction of the soul into mind and spirit, it is not apparent. Does any modern authority in psychology regard the mind as a dual substance? If so he is unknown to the editor of this department. But far more misleading and evil is the implied separation of intellectual and moral education. How any one who holds the view of the mind's unity of action and of the absolute interaction of faculties can believe intellectual education possible without some kind of moral education, and *vice versa*, is certainly a conundrum! If the author of this quotation were required to give moral education he would necessarily set about it by giving a certain amount and kind of intellectual education. The end of all education, as tersely put by Prof. Harris, is to make men ethical, i. e., moral in the broadest sense. Now, no amount of chronic conservatism need force one counter to fact. No amount of dislike for new views and new distinctions need drive one to promulgate a hurtful view. If there is any one thought that the rank and file in the school-room need impressed more deeply than all others it is that they are forming character necessarily and unavoidably by each lesson and exercise; by the type of government they employ; and by the play and personal intercourse of pupils they permit.

Every religious bigot who believes that organized religion is the custodian of all that is good; every partisan priest or preacher who would cripple the public schools for the greater glory of his denomination; and every assailant of public schools on moral grounds has been a disciple of the doctrine impliedly taught in the quotation. But all this might be no reason against holding such a view. The fundamental error is one of fact. If intellectual education is complete, in addressing the entire circle of faculties, it is, at the same time, moral education of the most complete kind. That existing school-systems ignore the training

of certain kinds of thought (i. e., our examinations of teachers give no tests for ability to give moral training) is small reason for assuming that it is of a different kind from that which they do give.

Every one who sees the matter as the writer does should feel it his duty to protest against such looseness of thought in high places.

THE PHUNNY-PHELLOW AS AN INSTITUTE WORKER.

Now that institute season is over, the editor of this department hopes he will be permitted a little good-natured criticism of methods and matter.

One of the demoralizers of institute work is the phellow—and he is becoming numerous—who wishes it understood that he was born between two giggles; that he is an original wit from way back, and when he opes his mouth sides will split and ears have to be set farther back on the head to accommodate the mouths that spread with contagious, uproarious, rib-cracking fun; and that it is his mission to enliven the universal gloom that has settled down like a pall, only to be dissipated by one of his infallible diaphragm twisters.

Next to that dear epitome of human saccharinity—the man who parts his hair in the middle, wears a mantle of benignity, and tries to be on as good terms with everybody else as with himself—the man who tries to be sentimentally sweet, the phunny phellow can most thoroughly throw an institute off the track for substantial hard work. Josh Billings says that one hornet, whose business establishment is in working order, can break up a summer prayer-meeting quicker than Satan himself. It does not matter that the phunny phellow's jests have been pawed over since time immemorial, and that his wit fills the measure of Voltaire's sneer at the wit of the rabble—it is the product of memory. All this and much more may be true of it, but our amateur humorist smiles and smiles and smiles again. A diet of chestnuts is hard to follow. Some of us who try only sober and plain work find it hard oaring after our brethren have run a tub-race before us.

Fun and humor are not to be despised. They lighten the gloom of life and furnish those flashes that make thought clear and striking. But even good things have their limitations. In teaching, free-trade in jokes may so demoralize the infant industries of thought that the imported goods ruin the market. It is much easier to hold the attention of a mixed company by storytelling than by work that does not lose sight of the main point. The role of raconteur is decidedly easier than that of serious instruction. The labor of listening is, too, much less of a task. And yet the possibility of teaching history or arithmetic in twelve easy cachinations may not yet be indisputably established. If the fundamental thought in institute work is entertainment, of course, all this is foreign to the subject. If the chief end of teachers' instruction is the cultivation of the fancy by combinations of grotesque ideas that produce spasmodic action of the spincter muscles of the diaphragm, the phunny phellow is right and this is wrong. Suppose, however, that the end be not forty smiles; that, instead, it be sober serious work on the weak places of teaching and studying, then imported levity is smuggled goods. Only side-flashes are permissible. The institute ought not, of course, to be funereal. It is fit occasion for light and life. The attic bees of wit and humor when they arise spontaneously from the recesses of instruction are to be encouraged. But still the phunny phellow is a debatable quantity—a conundrum very much like a pun at a sacrament. The instructor whose chief equipment is a comic almanac is open to suspicion that something better is possible. All this is suggested is an open question suitable for debate as to the relative merits of the two ideas represented—fun and work. This discussion has no vinegar in it and it is believed that a free consideration in the same spirit will demonstrate the desirability of some change in the institute work in this regard.

THE best evidence that a teacher is trying to better himself in the work of teaching is the fact that he reads educational works and learns what others are doing to improve themselves in their noble undertaking.—*Normal School Instructor.*

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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GEOGRAPHY WORK IN THE FIRST YEAR OF SCHOOL.

THE geography work of the first year of school should be incidental in its nature. The pictures employed in the various lessons, would, taken in relation to his surroundings, convey to him many geographical ideas. In the stories read, and in the familiar talks of this year would arise many points that are geographical in their bearings. In like manner, the study of animals and vegetation would furnish grounds for the association of these with their countries; and for associating these countries with that of the pupils in respect of distance, direction, etc.

The lessons on *place, form, color, drawing, size, distance, and direction*, are, however, *geographical threads* of the first year of school. These lessons may be so presented as to both fix clearly the ideas themselves, and systematically merge into the realm of geography. And this geographical turn will tend to fix more clearly the ideas of color, form, etc. In the lessons on *place*, i. e., *position*, the geographical bearing would not so much appear. It would seem to be more a work upon words. Yet it would have a direct bearing in that it would assist in enabling the pupil to see accurately, and to describe any object, any visible portion of the earth, etc. This series of lessons would include work on many words of the following nature: on, above, before, between, around, right-hand corner, left-hand corner, middle, etc. In such lessons the order of steps is:—

1. The teacher would place objects, as upon the center of the table, at the middle of the right side, or on left-hand front corner, and then having led the pupils to observe closely the position, remove the objects and have the pupils imitate.

2. Place objects, and while they were in position have the pupils describe orally their position; as, "The cube is upon the front right-hand corner of the stand."

3. The teacher would place objects, and leaving them in position, have the pupils draw the objects in position, upon slate and blackboard.

4. The teacher would place several objects at once, delay long enough to have the pupils fix clearly their position, and then disarranging, have the pupils place from memory.

5. Have the pupils place objects from dictation ; as, "Place the ball upon the center of the stand ; upon the middle of the left-hand edge."

In the work on *color, form*, etc., as threads for geographical ideas, the work would first be taken as usual in those subjects. For example, if the color were *yellow* it would be taught first simply as a color, and the children would be led to distinguish it by the usual means, such as color-charts, ribbons, and various objects.

In the next place its *geographical* bearing would be brought to view, in that the children would be led to think of the color as pertaining to various things that are touched upon to a degree in geography work ; as, —

1. VARIOUS SOILS.
2. RIVERS: as, the Hong-ho, Tiber, Arve.
3. MINERALS: gold, sulphur, ochre.
4. ANIMALS: *Birds*—Meadow-lark ; Baltimore Oriole ; Bullock's Oriole ; Yellow-headed Blackbird ; California Woodpecker ; Wild Canary ; Summer Yellowbird ; Yellow-hammer ; Warblers (nearly all). *Mammals*—Bats (some) ; Deer (some) ; Weasel ; Ground Squirrel ; Puma. *Butterflies* — Papilio turnus ; Colias protodice ; Pieris rapae.
5. PLANTS: Dandelion ; Golden Rod ; Pumpkin ; Melons ; Poppy.

In the conversation concerning the color as found in these, their regions would incidentally be spoken of, their distance and direction from the pupil's own region, etc. In a similar manner the ideas of form, size, etc , could be considered.

Above all things seek to know the right—which never crosses God's will—and having learned to "deal justly, love mercy, and to walk humbly before thy God," dare both to do and maintain the right.

*GENERAL LESSONS ARE NOT ADDITIONAL
SUBJECTS.*

It is usual to arrange for the first year's work, a series of lessons on *place, form, size, distance, direction, color*, etc., as general lessons. These are called *general lessons*, because the knowledge of mind gained by means of them is general in its bearing, because the ideas obtained from them are involved in many lines of work. The comprehension of any picture that is brought before a child for examination involves all of these ideas of place, direction, etc.; the mastery of any word as a form, also involves the knowledge of every letter in the word; if they are not fixed, to a degree, before the child begins writing, they must be dealt with them along with the writing: the same is true of the other branches. A series of systematic lessons upon these topics, i. e., *place, form, color*, etc., are direct aids to the mastery of the other branches. Really they are ideas inherent in the common objects of the world, they are not new studies. The criticism is frequently made that the public schools of to-day are not as efficient as the ungraded schools, and that one of the main reasons is the present system of schools is loaded down with too many subjects. A recent criticism of the public schools says that the cause of their inefficiency is made manifest by a glance at the present course of study, which consists, as there stated, of the following:—Lessons in *Arithmetic, Geography, Grammar, Reading, S. History, Spelling, Writing, Physiology, Definition, Composition, Drawing, Form, Color*—thirteen distinct lines of work which the writer avowed.

The primary teacher, who presents this work on general lessons should understand the system in which she works, and should see into the subjects for general lessons clearly enough to be able to show to any patron of the school that with the possible exception of Drawing these lines do not mean an enlargement of the course of study. As the study of this study is such an important introduction to writing, and confers the mastery of forms in reading so much more efficient, it confers such added power upon the eye and the hand that the time and mental effort required for it as a separate study

more than made up by the ease in the mastery of the other subjects as a result of its study. "What's in a name?" Can Definition be mastered with less effort by being merged into the other studies, of which it is an inherent element? Is there, indeed, such a study in the public schools of to-day, apart from Reading, Geography, and the others of the eight branches? Are not the ideas gained in a regular series of lessons in Form, necessarily involved in writing, primary reading, and other of the legal branches? And are they not as easily mastered when taken in distinct lines? To say that the schools of to-day have Mathematical Geography; Political Geography; and Physical Geography does not make it clear that the schools of the present have three studies, for one in the schools of olden time. It only indicates that educators of this period discriminate more carefully than those of the past. Geography, if well taught, in the schools of earlier days involved the ideas of political, mathematical, and physical geography in their necessary relations. Likewise, Grammar, or Language, if well taught, involved work in composition. The difficulty of school work has not been increased by differentiating the elements in the subjects carefully, and giving specific names to the divisions. The only danger is that the primary teacher will, because the work in general lessons has assumed specific names, as Form, Color, Place, etc., come to look upon them as separate subjects, and treat them as things in themselves—thereby losing sight of the truth that the ideas comprehended in the term 'general lessons' belong necessarily in the eight common branches and have been lifted out and arranged into distinct lines of work because of their general and necessary bearing upon these legal subjects. They are in them and of them.

THE GROUND FOR PUNCTUALITY IN SCHOOL.

THERE are several ways in which punctuality is viewed. Sometimes it is viewed as an outer habit merely. Sometimes it is considered as an inner quality. One teacher considers that the reason for having the child punctual is that his record on the reports may be clear. Another thinks that combination with his classes is the real ground for insisting upon the pupil's being punctual. Very

few teachers or parents put most stress upon the thought that the pupil is to be punctual in order that he may *become* punctual, i. e., in order that punctuality may be implanted *as a habit in his spiritual nature*. He is to be punctual in school it is true, in order that he may combine with the other pupils in the work, and, *incidentally*, have a clear record, but above all the pupil is to be punctual in school in the view of having it become second nature to him to be prompt in the payment of a note, in keeping an engagement, or in completing a given piece of work in the appointed time, when he has entered upon his business career. Punctuality has been said to be "the hinge of business," but as a habit of the spiritual nature it is even more than that; it greatly advances the happiness both of the individual and of the community. A great many of those vexations and worries that unnecessarily subtract mental energy that might be applied to the problems of life, are due to the want of this habit. It is a rare thing to have a coal dealer deliver coal at the time agreed upon; or money paid at the exact time promised. The *habit of punctuality in the after school life* is what the teacher is to work for, and this is the idea that is to be made prominent to the pupil, and not the relation of punctuality to his record. Punctuality has a great deal to do with success in life. One may be a little behind time in keeping an engagement, and a situation that he hoped for is, in consequence, given to another. Concerning it, some one has said, "A time for everything and everything in its time" is quite as useful a motto as "A place for everything and everything in its place." As a habit it includes some of the best characteristics of human nature, and like all other habits *it is strengthened by exercise*.

OUTLINE OF A LANGUAGE LESSON.

(THIRD OR FOURTH YEAR.)

"THE humming-bird is a rare little artist. Its *nest* is a masterpiece of skill. The outside of the nest is of lichen or moss, and the inside is of a soft woolly substance composed of the finest silky fibers gathered from plants. This little fairy cradle is no larger than a large hickory-nut; and is suspended from a leaf, twig, or bundle of rushes."

Purpose.—To lead pupils to see that the English language fur

nishes two or more equivalents for the word nest, in the second case.

Steps.—1. To lead pupils to determine the meaning of the word *nest* when standing alone.

2. To lead pupils to decide the meaning and use of the word *nest* in the sentence.

3. To lead the pupils to determine the nature of the expression *fairy nest*.

4. To lead pupils to substitute the word *cradle* for the word nest.

5. To lead pupils to decide upon the meaning of the word *cradle* when standing alone.

6. To lead pupils to determine the nature and use of *cradle* in the sentence.

7. To lead pupils to decide as to the appropriateness of the two expressions.

Manner of Procedure.—1. Write the word upon the board; lead pupils to see that the word nest means—A bed or retreat prepared by a bird for rearing or hatching its young. A snug place in which young animals are reared. A cozy or snug resting place or residence. A mass of ore or mineral in an isolated place in the rock. Hence nest may mean *any* snug retreat of man, animal, or mineral.

2. To lead pupils to see that in this sentence the word nest means the bed prepared by a *bird* for rearing its young.

3. To lead pupils to observe that nests differ in form, size, structure, and material, i. e., lead them to see the adaptation of the nest to the particular wants of the bird. The ostrich's nest of sand; the swallow's nest upon the rocky cliffs; the penguin's square court of rock; the floating raft of the grebe, are only a few of the many which might be selected for illustration.

4. Lead pupils to see that some nests are attached in such a manner that any slight motion may cause them to rock or swing; hence they may be called rocking beds or cradles. Examples: Thistle bird, tailor bird, Baltimore oriole, hanging titmouse, and ruby-throat humming bird. (The bird mentioned in the lesson is the ruby-throat.)

5. To lead pupils to see that *cradle* means:—A moveable bed so constructed as to rock, for the use of infants; hence, the

place in which anything is protected the earlier part of its life. A kind of scythe used in cutting grain. A case for a broken arm. A frame-work of timbers, to support a vessel about to be launched.

6. To lead pupils to see that in this sentence the word cradle means the rocking bed or nest of the humming-bird.

7. To lead pupils to see—That it does not sound well to use the same word a number of times in one sentence, paragraph or selection; that substituting the word cradle for nest, in the second case, gives a pleasing variety of expressions; that the word cradle is not only equivalent to the word nest, as used in this sentence, but it is a word of much broader content; hence by studying a word and its equivalent we gain more knowledge.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

LEARNING TO DIVIDE.

MANY pupils fail in division because they do not know their "tables." They say "7 into 59 goes"—(a long pause followed by a mere guess) "9 times." Just here the teacher shows signs of distress and often expresses himself in an unpleasant manner. He probably says, "My!!" or "Why Jimmy, I'm surprised!" or "Tut, tut, tut!" or "Think, think, think; you are not thinking." Or possibly he only opens his eyes a little wider.

The last named has the least *harm* in it, but none of them is helpful, and all but the last are harmful, because they bother the pupil. He often, in fact *generally* learns his "tables" in spite of the teacher, but a great deal of valuable time is wasted. Guessing is fostered. The teacher said the right thing when he said *think*, provided the pupil has been taught how to think or what to think about. Judging from the appearance of most pupils at the time of such occurrences we infer that they have not been so taught. When a pupil fails, the teacher ought to say just enough to put the pupil in the right "track" for thinking.

The kind of failures referred to above come from presenting too much at once and presenting it in an unsystematic manner. Text-books and teachers are blamable for this. Teachers are not compelled to follow the exact order of any text-book. They may use it for what its name suggests—for texts. It is easier to follow it—i. e., it is less work on the part of the teacher. If your book happens to answer your purpose, follow it.

A text book on my table, in 13 examples has used all the divisors from 3 to 12. Too many divisors are used at one sitting. The first example has 4 for a divisor; the second 3; the fourth 2; the sixth 6; the eighth 8. It would be better to give 8 examples to be divided by the same divisor, for then he might master one thing before taking up another.

Suppose we are teaching to divide by 8. First teach $8 \div 8 = 1$; $16 \div 8 = 2$; $24 \div 8 = 3$. Follow this with examples bringing in these and nothing else until these are mastered. (1) $168 \div 8$; (2) $160 \div 8$; (3) $240 \div 8$; (4) $248 \div 8$; (5) $824 \div 8$; (6) $816 \div 8$; (7) $1624 \div 8$; (8) $81624 \div 8$; (9) $16824 \div 8$; (10) $24816 \div 8$.

When all possible combinations of the above are solved the pupils will have pretty clearly in mind the numbers that contain one eight, two eights, and three eights. The next step is to give examples in which these facts occur, and the additional fact of remainders. Arrange a table as follows:

8 into	{	8	1 time.	
		9	1 time and 1 remainder.	
		10	1 time and 2	"
		11	1 time and 3	"
		12	1 time and 4	"
		13	1 time and 5	"
		14	1 time and 6	"
		15	1 time and 7	"
		16	2 times.	
		17	2 times and 1	"
		18	2 times and 2	"
		19	2 times and 3	"
		20	2 times and 4	"
		21	2 times and 5	"
		22	2 times and 6	"
		23	2 times and 7	"
		24	3 times.	

Call attention to the fact that 8 into any number greater than 8 and less than 16 is contained 1 time and gives a remainder. That the remainder is found by subtracting one 8 from the

number: "8 into 11 one time. $11 - 8 = 3$ " is what the pupil must think. Carry out the same idea with the numbers between 16 and 24, and so on through the entire "table of 8's."

Give examples bringing in these new "difficulties": (1) 1784; (2) 9048; (3) 10424; (4) 1841704; (5) 1618176, and so on. It will be seen that no remainder greater than two should occur in this set of examples. When 32 is added to our table, we can have 3 for a remainder; 40, four may occur, and so on.

When a pupil hesitates or makes a mistake, as follows: "8 into 22, 3 times" — the teacher may with propriety say "think." He may question as follows: "What number contains three 8's? Is 22 larger or smaller than this number? What number exactly contains two 8's? Is 22 larger or smaller than this? Then how many 8's in 22?" The pupil now readily answers, "Two and 4 over."

This plan, we think, is a correct one in theory, and we know by experience that it is practical—i. e., it can be used with success in the school-room.

G. F. B.

EDUCATIONAL RUBBISH.

A GREAT difficulty is the almost universal habit which students have of using technical or semi-technical terms, which, in reality, convey to them no idea whatever. They think they have comprehended the *thing* when they christen it with a high-sounding name, and they do not stop to ask themselves whether they understand what the name means. The student who called a hole in a cell wall a bioplast was quite pleased with his achievement until he was asked what a bioplast was. The suggestion that a hole might, without any great violence to the English language, be called a hole, was timely if not pleasing. Evidently, for an educated man, the art of calling a spade a spade is difficult to acquire. Day after day, one is obliged to ask students to translate their lingo—I don't know what else to call it—into English. Frequently they can not. At length they begin to see that they are only deceiving themselves by using words which they do not comprehend to describe structures which they do not understand.

It frequently happens that after the student has described an object under the microscope, in what he considers fine scientific language, he admits that he does not understand the structure of the object at all, but, on making him start over again, and describe it in plain English, he finds that it all comes out clearly enough. It is evident, for instance, that, so long as a student thinks he must call all round bodies in cells nuclei, he will soon have such a stock of nuclei on hand that he will be hopelessly confused, and the matter is not much improved, if, as a last resort, he indiscriminately calls some of his superfluous nuclei vacuoles and others bioplasts. The tendency to use meaningless words is not, by any means, confined to biological students, but, in a laboratory, where one is examining something definite, the evil should certainly be checked by frequent demands for English translations of verbose rubbish.—*Popular Science Monthly*.

USE OF WORDS.

UTTER.—This verb is often misused for *say*, *express*. To *utter* means to *speak*, to *pronounce*; and its derivative *utterance* means the act, manner or power of uttering, vocal expression, as, “the utterance of articulate sounds.” We *utter* a cry; *express* a thought or sentence; *speak* our mind; and, though prayers are *said*, they may be *uttered* in a certain tone or manner. “Mr. Blank is right in all he *utters* :” read *says*. “The court *uttered* a sentiment that all will applaud :” read *expressed* a sentiment.

THOSE KIND.—“*Those* kind of apples *are* best.” “*That* kind of apples *is* best.” It is truly remarkable that many persons who can justly lay claim to the possession of considerable culture use this barbarous combination. It would be just as correct to say “those flock of geese,” or “those drove of cattle,” as to say “those *kind* or *sort* of people.”

STOP.—“Where are you *stopping* ?” “At the Metropolitan.” The proper word to use here is *staying*. To *stop* means to cease to go forward, to leave off, and to *stay* means to abide, to tarry, to dwell, to sojourn. We *stay*, not *stop*, at home, at a hotel or with a friend as the case may be.

SEEMS, APPEAR.—Graham, in his "English Synonyms," says of these two words: "What *seems* is in the mind; what *appears* is external. Things *appear* as they present themselves to the eye; they *seem* as they are represented to the mind. Things *appear* good or bad, as far as we can judge by our senses. Things *seem* right or wrong as we determine by reflection. When things are not what they *appear* our senses are deceived; when things are not what they *seem*, our judgment is at fault."—*Wisconsin Journal of Education*.

MOTTOES.

IN a previous number, we took occasion to refer to the use of mottoes in the school room. Some teachers have wondered where they could get good mottoes. One is likely to see what he looks for. If he is looking for mottoes, he will make quite a collection in a few years; but there are a great many teachers who are teaching for the first time this winter, and they do not wish to wait several years—or even months. They want some good mottoes *now*. The most for the money, 15 cents, can be had by addressing Prof. Geo. W. Hoss, Topeka, Kansas, and asking for the "Primer of Memory Gems." This little primer contains many choice quotations, the study of which in the manner suggested in our former article will encourage the study of literature, because they will have a desire to know more of the book or author from which they come.

The way to get pupils not to use slang is to see that they have something better to use. These mottoes properly used will supply this.

Another book is "Gems of Thought," by Charles Northend, published by D. Appleton & Co., New York. This book contains more than two hundred pages, filled with more than a thousand choice selections.

HOW TO COUNT.

SO many teachers find it difficult to teach small pupils how to count. I begin with the chart class. Every primary teacher should be supplied with kindergarten material, but for the benefit of those who have never had the pleasure of visiting a kindergarten school, I will give some imitations of the objects used there; the imitations costing only a little work and time.

Make a frame of common lumber (18 x 12 inches is a good size). Get good strong wire, cut in strips 19 inches in length. Procure fifty small spools (those on which we get twist for button-holes), and put eleven spools on one wire, nine on another, eight on another, and so on. If the spools are painted different colors it is more pleasing, and at the same time we can teach color. In the sides of the 12 inch strips make seven holes large enough to insert the wire; if the holes can be made no other way, use a small gimble and fill the space, after inserting the wire, with putty; then fasten the top and bottom pieces on, and it is complete.

TO TEACH ADDITION—Move the spools to one side, then move one spool to the other side, then two, then three, or any number, making the figures on the black-board, as you move the spools.

IN SUBTRACTION—Move the spools to one side, then take from the number, one, two, or three.

IN MULTIPLICATION—Move two times one, two times two, three times one, to one side.

IN DIVISION—Separate a group of twos into two groups, then of four, six, and so on.

Let the children do as much of the work as they can; in a short time they can do it all. While teaching them to count, teach them to make the figure, which represents each number. After they can count readily, have them close their eyes. Tell them how many you pushed to one side, then how many more, and let them give the result.

If you have never tried it, you will be surprised at how soon they will know "how to count." Instead of having to pound away day after day with the same old hammer, that two times four are *not* six, but eight; instead of having them "counting fingers," you will have ready calculators, and a good foundation for future building.

"AUNTY."

FOR PUPILS.

HOW MANY CAN YOU ANSWER?

1. What animals graze? What ones browse?
2. How many wings has a fly?
3. Does a fly ever crawl down a wall or a window-pane?
4. What is the most useful metal?
5. Is *s* hard or soft in *persist*?
6. Is *bicycle* in the dictionary? What sound has the *y*?
7. Which Webster wrote the dictionary? When did he complete his work? How long did it take to write the dictionary?
8. Why is Colorado called the "Centennial State"? What is necessary that a State may be admitted into the Union?
9. Will the year 1900 be a leap year? Why?
10. Who was Thoreau?

OFFICIAL DEPARTMENT.

TO SUPERINTENDENTS, TRUSTEES AND TEACHERS.

I hereby recommend that each school provide for celebrating Arbor Day in the fall and in the spring, at such time as may be convenient, by planting trees and shrubs about the school grounds. The contributions and assistance of the patrons should be secured and the occasion should be improved to awaken the interest of the people in the schools, and to increase the attendance of pupils. Friday afternoon may properly be devoted to this work, and November 19th and April 8th are suggested as the dates for this year. Suitable literary exercises should be given by the pupils, with the planting of trees after favorite authors or persons distinguished for service to education. Much good has been accomplished by the Arbor Day celebrations of recent years, and it seems desirable that the work be continued. The benefits of beautifying the school grounds can be overestimated.

Respectfully,

J. W. HOLCOMB
Supt. Public Instruction.

EDITORIAL.

A COMMUNICATION from Prof. E. E. Smith informs us that he was not notified of the late investigation of his charges in connection with the Purdue troubles by the board of trustees, and hence was not present. He feels that this statement is due to himself.

CANDIDATES FOR STATE SUPERINTENDENT.—The candidates for State Superintendent are: Cyrus W. Hodgin, Prin. of the Rice Normal, Prohibitionist; Andrew M. Sweeny, Supt. of Dubois Co., Democrat; Harvey M. La Follette, Supt. of Boone Co., Republican. The Greenbackers nominated Geo. F. Bass, of Indianapolis, who immediately published his declination.

ALMOST every educational paper in the United States keeps this notice: "*If you wish the address of your paper changed, please give the old address as well as the new.*" The Journal keeps it so most of the time, and yet not a month passes that requests for change are not received saying simply, "Please change the address of the Journal to this place." As the names are not arranged alphabetically but by counties, it is an all-day job to look through seven thousand names and find the *old address*.

Changes will be made *cheerfully* as often as desired, but we wish to avoid being put to unnecessary labor and expense.

MEMBERSHIP FEES IN THE STATE ASSOCIATION.

The enrollment at our State Association always falls far short of the actual attendance, because enrolling involves paying a small membership fee.

To carry on the association successfully some money is necessary—hence the fee. The association is assumed to be profitable to teachers, otherwise it would not be held. Why should any teacher attend it unless he expects to get some good out of it. Then if it is helpful, and all who attend share equally in its privileges, and if it costs money, why should not *each* bear a part. If a teacher attends and does not pay his part some one else must pay for him, and this is just what happens every year. If all who attend would enroll and *pay*, twenty-five cents each would yield ample funds, but as only about *one-half* pay the fee had to be increased to fifty cents.

The Journal is at a loss to understand how any fair-minded person can attend a meeting of this kind and reap its benefits and not pay his share of the expenses—even when not compelled to do so in order to get reduced rates at hotels and on railroads. A little reflection will show that those who can stop at home or with friends and are therefore at less expense than their associates are the very ones who ought to pay.

The committee have arranged this year with the railroads for an “iron-clad” ticket which each must procure before leaving home, and in order to secure reduced rates either on railroads or at hotels these must be signed by the secretary of the association. This will secure a larger enrollment than heretofore, but the Journal appeals to the honor of all, and especially to those who are not thus forced to pay and can *shirk* if they choose, to bear a just share.

TEMPERANCE.

The sentiment is growing rapidly that the cause of temperance can be best promoted by teaching it to the children. The evil effects of intemperance can not easily be exaggerated, and they should be pointed out to children. The effects of alcohol upon the body and mind of the individual can be best taught in connection with oral lessons on physiology: and the effects upon the family and community can be portrayed in this connection.

The Journal doubts very much the wisdom of having children make “pledges,” but it believes most heartily in drilling into their minds and hearts an eternal hatred of intemperance.

Nothing whatever should be said of prohibition, local option, or of license,—the children have nothing to do with these things, and the teacher should have nothing to say about them, in the school-room.

Of course a teacher who has in his school, children of intemperate parents, must exercise great care and not degrade the parents in the estimation of the children.

A teacher with good judgment can heartily condemn intemperance and give the children all desired information in regard to its evil effects upon body, mind, soul, family and community, and yet not give offense to any child or patron.

It is a thousand times easier to keep a boy from becoming a drunkard than it is to reform him after he has acquired the habit of drinking.

TREE PLANTING.

Especial attention is called to what State Supt. Holcombe says in the Official Department about fall tree planting. The Journal has before spoken on this topic, and taken strong ground in favor of planting trees in the fall rather than in the spring. It is generally conceded that fall trans-planting is quite as successful as spring trans-planting; and aside from this, for schools, there is a strong argument in favor of the fall. At the time named by the State Superintendent (Nov. 19) every school in the state will be in session, whereas at the time usually fixed for spring planting a majority of district schools are closed.

An argument in favor of tree planting ought not to be necessary. A shade tree is "a thing of beauty and a joy forever." He who plants a tree is a benefactor to posterity. Let superintendents and teachers take hold of this matter in earnest, and the result will be the planting of thousands of trees. Children should be encouraged to plant trees not only on the school premises, but at their homes. Encourage every child to have at least one tree that it calls its own, which it is to water when the dry weather comes, and care for.

Some teachers have arranged beautiful exercises in connection with the planting, by naming the trees for different poets and having appropriate verses recited.

Select our own forest trees; they can be had for the digging, and are a hundred fold more desirable than ever-greens.

Any teacher who is interested in this matter, and who has enough energy to teach a respectable school, can make a success of it. It will be an easy matter to interest the boys and girls as well as the parents. Plant the trees and have some literary exercises, and thus make the afternoon of November 19 the most valuable of the school year.

OFFICIAL COURTESY.

Editor Ind. School Journal:—A Journal of some months back contained some excellent and much needed suggestions on Professional Courtesy. If you will give us something of the kind on Official Cour-

tesy you will confer another favor on many teachers and school officers. This may not be the correct title; but we would like to have defined a teacher's privilege after he has once been appointed to a school; whether or not he is justified in asking to be released if an opportunity for advancement occurs. Or must a teacher who wishes to obtain a higher position stake all on that, and if he fails in obtaining it lose his former place?

Is a school board justified in refusing to release a teacher who has been offered a more desirable position? A TEACHER.

When a teacher has entered into a contract he certainly should feel bound by it. He would hardly be willing to allow the trustee or school board to set it aside without his consent, in case another teacher more desirable happened to present himself. A contract is equally binding on both sides.

In case a teacher wishes to seek a better place, he should have an understanding with the school board that he could resign in case he would give ample notice. It is easy to see how the resignation of a teacher during the school term, or just before it opens, after all the best teachers have secured places, would do a school great injustice. Had the trustees not relied upon the teacher carrying out his contract, another teacher might have been secured. A teacher should stand by his contract, even to his own hurt, unless he can secure an honorable release. School boards, however, should deal as leniently with teachers as the welfare of the schools will allow. They at the best receive meager wages and should be helped to every advance offered. The Journal is of the opinion that not many trustees would refuse to release a teacher from a contract in order that he might accept a better place, especially when reasonable notice is given.

The writer served for twelve years as a member of a school board, and he can not recall a single instance in which a teacher was refused a release when ample notice had been given so that the place could be filled. On the other hand he has refused to employ teachers for the reason that they would offer to break a former engagement without notice. He preferred persons who possessed a higher sense of honor.

CAPITALIZING "EARTH."—*Ed. Journal*: A writer in the October Journal complains of what he calls an inconsistent custom in not capitalizing the word when we speak of the earth. If he uses a capital in this connection, he should also use one when speaking of the sun, the moon, the sky, the air, and a great many other things of which we have only one of a kind. The name of our planet, when she goes out in company with her big brothers, is not Earth, but *Terra*.

Courtland, Ind.

R. S. MOORE.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR SEPT.

[These questions are based on the Reading Circle work of last season.]

WRITING AND SPELLING.—1. The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. In what sense and to what extent is education, *i. e.*, school instruction and management, a science?

2. In deriving a science of education, would a knowledge of physiology be important? Give reasons.

3. State any principle of instruction or of school management which is based wholly or in part on physiological considerations.

4. What things must a teacher know in order to construct and employ an intelligent method of instruction?

5. Name the most important physical condition of good memory. The leading mental conditions.

6. From what considerations, other than scholastic, would you require pupils to be prompt and regular in their attendance?

ENGLISH GRAMMAR.—1. He assists whoever needs aid. Parse *whoever*.

2. Shylock would give the Duke no reason why he followed a losing suit *against Antonio*. What does the italicised phrase modify, and how?

3. Henry is *tall*. Henry is *taller* than any other boy in school. Henry is the *tallest* boy in school. Do these different forms of the adjective express different degrees of the attribute *tall*?

4. The fruit, which was ripe, fell to the ground. How do these sentences differ in meaning?

5. What is the difference between the demonstratives *this* and *that*? Give examples.

6. Distinguish between *may* and *can* as mode auxiliaries.

7. What is meant when it is said that a transitive verb requires an object to complete its meaning?

8. Use *but* as a preposition. In a different sentence use it as a conjunction.

9. Analyze: Now the bright morning star, day's harbinger, comes dancing from the east.

10. How is grammar distinguished from spelling, rhetoric, and other studies in language?

11. What educational ends should be promoted by the study of English grammar in the public schools?

HISTORY.—Give an account of Jefferson's administration, covering the important events under both domestic and foreign affairs.

Answer not to exceed four pages.

PHYSIOLOGY.—Describe the composition and character of the blood. Describe the organs employed in respiration, and the effects produced by respiration on the blood. Describe the various kinds of blood-vessels.

READING.—1. What is the chief defect in teaching reading which you have observed?

2. Name five American authors of juvenile literature that you would advise your pupils to read.

3. What steps would you take to prevent children from learning their lessons by heart?

4. Would you attempt to exercise any influence over the home reading of the pupils? If so, in what way?

5. (a) What use can be made of the newspaper in reading exercises? State your opinion of the advantages and disadvantages arising from its use. (b) What process do you pursue in teaching pupils to use the dictionary?

ARITHMETIC.—1. Divide 27 bu. 3 pk. 5 qt. 1 pt. into 6 equal parts. Anal. 5, ans. 5.

2. A gentleman traveling found, on arriving at his destination, that his watch, which kept correct time, was one hour and eleven minutes slow. In which direction was he traveling? How far had he traveled? 5, 5.

3. What number increased by 35% of itself equals 540? Anal. 5, ans. 5.

4. Find the interest of \$312.24 for 2 mo. 20 da. at 8%. 10.

5. What sum of ready money is equivalent to \$784.25, payable in two years, when money is worth 7%? What was the discount? 5, 5.

6. Divide $\frac{1\frac{1}{2}}{\frac{2}{3}}$ by $\frac{2\frac{2}{5}}{2\frac{1}{8}}$ In what two ways may a fraction be divided by an integer? 5, 5.

7. A block of granite in the form of a cube contains 41,063,625 cubic inches; what is the length of its edge? 10.

8. Why invert the divisor in division of fractions?

9. How is the first term of the square root of any number found? The second term? 5, 5.

10. To what is the square of the hypotenuse of a right-angled triangle equal? The square of the base or perpendicular? 5, 5.

GEOGRAPHY.—1. Sketch a map of Illinois, Indiana and Ohio together; locate one city part in Illinois, one in Indiana, and two in Ohio. 6 for outline and 1 each for cities.

2. What differences of climate determine whether winter wheat or spring wheat shall be sown? Indicate the regions in which each is chiefly grown in the United States. Name three regions in other countries in which wheat is a leading agricultural product.

3. Compare and contrast the Northern peninsula of Michigan with the Southern in respect of climate, agricultural products, minerals and forests.

4. Locate the Volga, the Nile, the Hoangho, the Ganges, and the Rhine.

5. Locate the chief mountains of Asia, and explain their influence on the climate of that continent.

6. For what is Manchester (Eng.) noted? Sheffield? Minneapolis? Newport? Philadelphia? Locate each.

7. Describe what changes in climate, productions and industries would take place if a range of mountains were to be placed parallel to the Gulf of Mexico, through the Gulf States.

8. Describe the climate of France, and name its chief agricultural products.

9. Name all the physical advantages which would be deemed desirable for the location of a large manufactory of agricultural implements? For the erection of a rolling mill?

10. Define latitude and longitude. What fact places the polar circles at their present distance from the poles?

ANSWERS TO PRECEDING QUESTIONS.

ARITHMETIC.—1. Answer, 4 bu. 2 pk. 4 qt. $1\frac{1}{2}$ pt.

2. East. (1 hr. 11 min.) $\times 15 = 17^{\circ} 45'$.

3. $1 + 35\%$ of itself = 135% of itself. $540 \div 135 = 4$. $100 \times 4 = 400$. Answer.

4. 2 mo. 20 da. = $\frac{2}{3}$ yr. $\$312.24 \times .08 \times \frac{2}{3} = \5.551 —Ans.

5. $\$1.14$, amount of $\$1$ for 2 yr. at 7% . $\$784.25 \div \$1.14 = \$687.938$, ready money. $\$784.25 - \$687.938 = \$96.312$, discount.

6. $\frac{1\frac{1}{2}}{\frac{2}{3}} \div \frac{2\frac{2}{5}}{2\frac{1}{2}} = \frac{\frac{3}{2}}{\frac{2}{3}} \div \frac{\frac{12}{5}}{\frac{5}{2}} = \frac{3}{2} \times \frac{3}{2} \times \frac{5}{12} \times \frac{5}{2} = 2\frac{1}{2}$.

The numerator may be divided by the integer, or the denominator may be multiplied by it.

7. $\sqrt[4]{41,063,625} = 345$.

8. Because it is more convenient.

9. (See Rule in any book.)

10. To the sum of the squares of the other two sides. To the difference between the squares of the other two sides.

SCIENCE OF TEACHING.—1. In so far as its laws are based upon fixed principles derived from the nature of the mind and the nature of the subject to be taught.

2. Yes. Rousseau says, "The weaker the body is, the more it commands; the stronger it is the better it obeys"; and again, "make your pupil robust and healthy, in order to make him reasonable and wise."

3. Lessons so long that the pupil is compelled to sit up late at night to complete them should not be assigned.

4. The mind powers;—their order of development and mode of action. The subjects to be taught and what relation they have to the mind powers.

5. Good health. Should not be wearied from physical exercise. Mind should be clear and bright, free from grief, mental exhaustion, or pre-occupation of passing events.

6. That the doing of these will produce a habit of promptness in all the affairs of life.

HISTORY.—A correct answer to this question will require a consideration of the following points:

In domestic affairs.—1. The great increase in American commerce brought about by the European war, which made it unsafe to ship goods in English vessels; the rapid increase in money received from abroad by which the public debt was nearly paid.

2. The history of the Louisiana Purchase, by which the U. S. obtained possession of the enormous territory between the Mississippi and the Rocky Mountains obtained by Napoleon from Spain, and sold by him to the United States some years after acquiring the title to it, but in reality fifteen days after obtaining possession of it.

3. The discovery of the Oregon country by Lewis and Clark, giving the United States a valuable mountain region and large possessions stretching to the Pacific.

4. The building of the steamboat by Fulton, and the extension of its use on the western waters, by means of which the Louisiana Territory has been so rapidly and so fully populated.

5. The conspiracy of Burr, and his arrest, trial for treason and acquittal, disgrace and retirement from public life.

6. The admission of Ohio, the first State erected out of the Northwest Territory.

Under foreign affairs.—1. The trouble with the Barbary States and the Tripolitan war; the gallant conduct of Decatur and the American seamen, resulting in the breaking up of the terrible depredations by those piratical states.

2. The effects of the war between Great Britain and France, upon American commerce and industries, with an account of the Berlin and Milan decrees.

3. An account of the Embargo Act, and the Non-intercourse Act which followed it, and their effects upon American interests. . . .
4. The forbidding of Foreign Slave Trade.

READING.—1. Two of the chief defects in teaching reading are: (1) the effort to teach it *as reading*, i. e., as a mechanic art, and not as the natural expression of feeling or thought which has become a part of the child's own mental operations through full comprehension; and (2) failure to make proper use of the lists of words preceding the reading lesson. Many teachers think these words are for a spelling exercise only, and fail to ascertain through them the pupil's power over them, that is, his knowledge of their form, of their sound, and of their meaning.

2. American authors of good and interesting juvenile literature are Mary Mapes Dodge, Louisa M. Alcott, H. E. Scudder, Jacob Abbott, Thos. W. Higginson, Sara J. Lippincott ("Grace Greenwood"), etc.

3. One of the best methods of preventing memoriter recitations is a daily study of the lessons by the teacher with the design of fortifying himself with interesting, pointed and intelligent questions to be used to awaken thought during the recitation hour. It is better to let the pupils drink from a running stream than from a stagnant pool.

4. The best method to control the home reading of pupils is to create a taste in them for the best forms of literature. One way of doing this is to take up some interesting topic instead of the usual recitation in Reading or History, from previous preparation to talk upon it in an entertaining way, and now and then to read a selection from an author bearing upon the matter, which author you desire the pupils to read. A statement of the name of the book from which you have read and a recommendation to the pupils to read it, will generally be productive of good results. Occasional talks with parents upon the matter of proper literature for their children, the suggestion of good books *that will be interesting to the children* as well as profitable to them, etc., is also often productive of very satisfactory results.

5. The newspaper often contains excellent articles upon topics discussed by the classes in history, reading, geography, and physiology (hygiene), and it is well to encourage the pupils to note these, to bring them to school, and to read them to the class. But the newspapers contain so much that is hastily and ignorantly written, the reading of them much contributes to an indifferent skimming over articles with no effort to obtain a permanent impression, and the time given to them can be so frequently put to better use, that it is considered of doubtful utility to encourage pupils to read them much. The newspaper is much less dangerous after a regular habit of select reading has been formed.

As soon as pupils are old enough to use a dictionary with intelligence they may be taught the diacritical marks and the method of ascertain-

ing the correct pronunciation and accentuation of words; they may also seek the meanings of words occurring in the lessons and with which they are not familiar; and with the exercise of proper care in the number and the character of the words selected, there may be profitable work done in the discrimination of synonyms.

PHYSIOLOGY.—(The answers to the questions in this subject can be readily obtained from any good text-book.)

GEOGRAPHY.—2. *a.* If the winters are so long and severe as to kill the roots by freezing, winter wheat can not be sown: but it is preferred wherever the mildness of the climate favors the preservation of its life through the winter. *b.* In the United States, spring wheat is chiefly grown in Dakota and neighboring territories; while all the other great wheat producing states sow winter wheat. *c.* Russia, Denmark, and Chili.

3. The northern peninsula of Michigan is, in most respects, in marked contrast to the southern. Its climate is cold and soil sterile: its wealth is derived from the rich mines of copper and iron and from the forests of pine and maple. The soil of the southern peninsula is generally fertile, yielding abundant crops of grain and orchard fruits. There are valuable coal mines, salt springs, and beds of gypsum. Like the northern peninsula it has large forests of white pine, which furnish a valuable export.

4. The Volga River flows through the central and southeastern part of Russia; the Nile is the only river of Egypt; the Hoangho is in the northern part of China; the Ganges is in the northern part of the peninsula of Hindostan; the Rhine flows across the western part of Germany and Holland.

5. The Himalaya Mountains extend across the southern part of Asia from east to west, forming a wall of separation between the cold, dry plateaus of the interior and the warm, moist peninsulas of the south. The great height of these mountains protects the southern slopes on the one hand, from the cold north winds, and on the other hand, it prevents the warm south winds from carrying their moisture into the interior.

6. Manchester (Eng.) is noted as being the first city in the world in the extent of cotton manufactures; Sheffield, for the manufacture of cutlery, plated ware, and scientific instruments; Minneapolis is noted for the beauty of its situation, and contains the largest flouring mills in the United States; Newport is a fashionable watering place; Philadelphia is the largest manufacturing city in the United States. Manchester and Sheffield are in the central part of England; Minneapolis, in the eastern part of Minnesota, on the Mississippi River; Newport is on the island of Rhode Island; Philadelphia, in the southeastern part of Pennsylvania, on the Delaware.

7. The tendency would be to make the central portion of the U. S. dry and colder. The great cotton and sugar belt would be almost entirely destroyed; the production of rice and tobacco greatly diminished. The commerce of the Gulf cities would be greatly lessened; manufactures of cotton goods and other industries dependent upon the productions of that section would be either greatly reduced or entirely done away with.

8. The climate of France varies from a warm temperate in the south, to cool temperate in the north. The chief products are grains, beet-roots, maize, tobacco, the vine, from which large quantities of wines are made, olives, oranges, and the mulberry, which is cultivated as food for the silk-worm.

9. It is always desirable to locate manufactories where the facilities for transportation either by water or railroad are good. Nearness to water power is an advantage, but since the application of steam to manufacture the water supply is unnecessary. It would be desirable to locate a manufactory of agricultural implements near iron and coal mines, and also where wood is easily obtainable. With the exception of the nearness of wood similar conditions are of advantage in the location of rolling mills.

10. Latitude is distance from the equator, either north or south. Longitude is distance east or west from some selected meridian. The fact that the axis of the earth is inclined $23\frac{1}{2}^{\circ}$ to the plane of its orbit places the polar circles at their present distance from the poles.

GRAMMAR.—1. *Whoever* is an indefinite relative pronoun, equivalent to *any person who*. It is masculine or feminine gender, singular number and nominative case, subject of the verb *needs*.

2. The phrase *against Antonio* is used adjectively and modifies the noun *suit*.

3. They do not.

4. The sentence is complex. The principal statement is, "The fruit fell to the ground"; the subordinate, "which was ripe."

5. *This* points out what is near; *that*, what is farther away; as, *This* house is painted red; *that* one, white.

6. *May* expresses possibility, permission, or desire. *Can* expresses power or ability.

7. A *complementary* term fills out what is lacking to the complete expression of the thought; as, for example, a person can not *whip* without whipping something, whether it be a *horse* or a "boy." In the sentence, "The man whips the horse," *horse* is the object of the transitive verb *whips*. In general, transitive verbs require an object to complete the thought.

8. a. "None *but* the brave deserve the fair." b. "Many are called, but few are chosen."

9. Simple declarative sentence. The subject nom. is *morning*,

modified by *the* and *bright*, and also by the appositive *harbinger*. *Comes*, the predicate, is modified by the participle *dancing*, and *comes dancing* is modified by the phrase *from the east*.

10. Spelling deals with the elements of words; grammar teaches the correct use of words in sentences. "Rhetoric is the art of enabling those who have something to say, to say it to the best advantage."

READING CIRCLE DEPARTMENT.

D. OUTLINES FOR NOVEMBER.

MENTAL SCIENCE—WATTS ON THE MIND.

SUBJECT: "Observation and Reading." — Pages 45-61.

To assist in better doing this second month's work, the general conditions noted in Chap. I should be carefully reviewed. Note the places of Observation and Reading in the author's plan for the getting of knowledge. Note the following:—

ITEMS OF PROFESSIONAL INTEREST.—(1) Indulge the curiosity of the young. (2) Put into writing your own observations of what is remarkable or uncommon. (3) Let conclusions be formed only after many and careful observations. (4) Let your first reading of a book (or chapter) be general and rapid. (5) Note the importance of a good index to a book. (6) Note the importance of an intelligent use of the dictionary.

Particular attention is called to the author's third rule concerning Reading. What one reads with another, *and works over*, is thereby twice read.

R. G. BOONE.

HAILMAN'S LECTURES ON EDUCATION—LECTURE II.

The subject of this lecture is the education of that wonderful seed-land Greece.

"To throw the spear and honor the gods was the end of Grecian male education."—*Schiller*. This utterance applies to the patriarchal age.

"We may call the system of Sparta martial education."—*F. V. N. Painter*.

"The system of Athens has been called æsthetic education."—*Id.*

"Pythagoras was not very far from grasping the true idea of education. The key-note of his system was harmony. He wished to introduce into human life the harmony which he discovered in the universe at large and which produced the music of the spheres."—*Id.*

"He [Socrates] is the inventor, or, at least, the chief representative of the developing method."—*Id.*

"The end of education with him [Aristotle] is the useful and happy citizen."—*Id.*

“So Plato brings the honor of first subjecting education to a scientific examination. * * * The theories of these three great thinkers, Socrates, Plato, and Aristotle, made no visible impress on the educational practice of their time.”—*Id.*

“Greek education gave the individual the consciousness of freedom from the despotism of arbitrary will. The laws were the will for all. Neither family nor caste prevailed over the individual,”—*Prof. Harris.*

“The idea that virtue could be taught was realized, especially by Plato and Aristotle; the former inclining to Dorianism [Individualism subordinate to tribal relation], the latter holding to the principle of individuality in nearly the modern sense.”—*Rosenkranz.*

“Homer was the boy’s reading book” [in Greece.]—*Compayre.*

“Grammar, gymnastics and music proper represented the elementary instruction of the young Athenian. But this instruction was reserved for citizens in easy circumstances. The poor, according to the intentions of Solon, were to learn only *reading, swimming*, and a trade. The privilege of instruction became still more exclusive in the case of the schools of rhetoric and philosophy frequented by those of adult years.”—*Compayre.*

“Socrates, Plato and Aristotle were illustrious professors of ethics.”—*Idem.*

In studying the education of Greece, it should be compared with the nearest related national education. Judea and Rome furnish the nearest related systems. In Judea the dominant idea in education is that of preparation for the rites of the church and for participation in the national religion. In Rome education is designed to fit men for participation in the active affairs of society and in the means of gaining honors, emoluments and positions. Hence Roman education is distinctively *practical*.

S. S. PARR.

HISTORY.

Green’s Shorter History of the English People.

I. Review.—(a) Prehistoric ages characterized as the *Age of Stone* and the *Age of Bronze*, from remains of tools and weapons composed of these materials. (b) Later iron implements are found, supposed to have been introduced by the Celts, who, at some remote period, are supposed to have come to Britain from the main land. (Britain when introduced to the civilized world was in possession of the Celtic tribes.) (c) Roman invasion is the *beginning* of English history and English civilization. (d) Britain *demoralized* by Roman luxury; her strongest men were drafted into the armies of the Roman Empire, and lost their lives on the battlefields of Italy and Asia; “those who remained at home were corrupted by the *pleasures* rather than ennobled by the *arts* of civilized life.” (e) Early in the fourth century the Scots crossed over from Ireland into Northern Britain and conquered it; hence, the name Scotland. These Scots, together with the Caledonians of this

region, who are henceforth known as Picts, break over the Roman walls of Sevarus and Hadrian and invade Southern Britain. (f) The decline of the Roman Empire had now begun, and in 418 A. D. the Roman Emperor Honorius was compelled to withdraw his troops from Britain. The Britons, left to dissensions among themselves, harassed on the north by Picts and Scots, and ravaged by German pirates on the east, in their despair divided into two parties; the *national* party desired to return to the old Celtic customs, and chose Vortigern for their leader; while the other party adhered to the Roman rule. Vortigern's party invited the northern Germans to help them, and gave them for their assistance the island of Thanet. But these *invited guests* soon became *masters* of Britain; Roman laws and customs and religion soon gave place to the teachings of Woden and Thor. (g) Each of these different German tribes had a royal family purported to have descended from Woden; from this family each tribe chose its king by the vote of the *witan*; no son of a king could inherit his father's crown unless sustained by the vote of these wise men, and if the son was very young, or his valor was untried, a brother of the king was often chosen king instead.

In the long struggle for supremacy among the different Germanic tribes the surviving race was that of *Cerdic* of Wessex; there were finally left but *two* representatives of the race of Cerdic, one of which was *Egbert*, the first Overlord of the Heptarchy. Ethelbert, fourth king of Kent, married the Frankish princess Bertha, and through her influence the Christian religion was introduced into German Britain.

II. Advanced Work—Pages 93 to 143.

(A) "The imbecility of Æthelred's (Ethelred) reign was increased by the opposition of Dunstan, domestic treason and social profligacy.' Alfred and his grandson Athelstan had successfully battled with the Danes, and there had been no attack from them since the days of Athelstan. But they had now become so troublesome that in 991 it was decreed to pay them tribute, to buy them off; for the next quarter of a century the history of England is a history of her downfall. "There was no real peace because there was no national concord; under Æthelred the private vices of the great chieftains took a new direction in public corruption; treachery and rivalry were in the court and in the camp; the army was undisciplined, and more attention was given to private quarrels than to public exigencies," says the Saxon chronicler. Again and again came the Danes, and finally they came not for plunder or tribute, but for *conquest*. Æthelred fled for protection to Richard of Normandy, and England passed under the power of the Danes. The Danish king Lweyn died in 1014, and his son Canute reigned in his stead. Of him Lowell in his "Tale for Critics" says:"

"Now at Xerxes and Knut we all laugh;
Yet our foot with the same wave is wet that marked Xerxes and Knut;
And we all entertain a sincere private notion
That our *thus far* will have great weight with the ocean."

His reign, which began in tyranny, ended in wise statesmanship, and at the death of Hardicanute, in 1042, England had been under foreign rule a quarter of a century. "But England was still a *people*; the memories of Alfred, Edward and Athelstan clung round their national songs and traditions."

(B) England's greatest representative now was the famous Earl Godwin, and he was wise enough to see that her greatest danger now lay in William of Normandy. Godwin placed Edward, the son of Æthelred, upon the throne and gave him his own daughter in marriage. At the death of Edward the Confessor, Harold, the son of Godwin, was proclaimed king of England; Harold overcame in battle his brother and the king of Norway at Stamford Bridge, and before he could recover from the exigencies of the battle William of Normandy landed at Pevensey, and before the close of 1066 had been fought the memorable battle of Senlac (Hastings) and Harold had been slain, and the Conqueror took possession of London. But the long, weary struggle of the English people for their inalienable rights manifested itself in the demand made upon King John in the Great Charter which was *wrung* from him on the field of Runnymede. Doubtless the imperious Conqueror and his heady sons did much to hasten this desired event, though no credit attaches to them.

SUGGESTIONS.—Study *carefully* the geneological tables on pages 22, 23 and 24, in connection with the study of the text itself; also give *special* attention to the maps on pages 46, 76 and 130. It will prove of immense value in the proper understanding and appreciation of the facts contained in the lessons. The work will be of but little value to him who is not willing to make many sacrifices from social hours, and even from *very busy* ones, and sit down *alone* and *patiently* and *persistently* locate the circumstances of history in time and place, and follow this up with the mastery of *cause* and *effect* as presented in the mazy path of historical research. This may prove an irksome task at first, but one soon feels an added conscious power that gives new *zest* and *grace* to future efforts.

NOTE.—It may be interesting to re-read Macbeth in the study of King Edward, as it was during his invasions of Scotland that Malcolm was killed, and in the battle of Essendune where the inimitable Alfred fought the Danes. It perhaps will while away a pleasant hour to spend it with Tom Brown at Rugby in his graphic description of White Horse Vale.

MATTIE CURL DENNIS.

READING CIRCLES.

The annual fee for membership in the Kansas Teachers' Reading Circle is fifty cents. It is the same in Nebraska.

The Teachers' Reading Circle of Tennessee has the support and confidence of the State Board of Education, so that "membership in the circle and completion of its courses of reading shall be recognized in the future on the teachers' certificates issued by County Supts.

A card from County Manager W. B. Wilson, of Henry county, says: "We will have quite a large circle." Like reports come from Clarke county, Parke, and Monroe. Any information touching the management, the success or the difficulties of work in counties or from local circles will be gratefully received by Hon. J. W. Holcombe, Secretary of the State Board.

T. J. Sanders, Supt. of the Butler schools, reports that *all* of his teachers have joined the Reading Circle, and in addition are studying psychology in regular teachers' meetings. It is not necessary to add that the Butler schools are in a prosperous condition.

In Parke county nearly 100 teachers have taken the oath of allegiance to stand by it.

"More may be confidently expected from the associations than from any other educational movement ever started in this country. It makes my heart thrill with joy to read and hear of the good work. These reading circles show plainly that the horizon is lifting, that a new day is coming, that tens of thousands of honest teachers in our land are seeking for the truth that shall set them free. All hail to the teachers' reading circle."—*Col. Parker.*

The Education Department of Canada prescribes a Course of Reading for teachers, purely voluntary, and hence followed by no examination. The Department, however, provides that: "Should the teachers of any Inspectorial Division agree to read the Course with this end in view, and should the County Board of Examiners make adequate provision for such examination, the Department would recognize by special certificate this additional element of professional culture."

LOCAL CIRCLES.

While the management of the State organization makes no requirement in the matter, it nevertheless seems very desirable that, wherever it is possible, teachers form themselves into local circles. What is read, and then formulated to one's self, or told to another, gives the only true product of reading. These local organizations where tried, have been a great success. The inspiration of society, the friction that comes from the expression of unlike views, the information gathered from intelligent discussion of important questions, assist in measuring the profit to members, of this social working over of the material of one's private reading. But after all, it must be remembered that to have done the work for one's self is the important thing: the ultimate good must come from within.

AUTUMN LEAVES.

BY H. C. FELLOW.

The golden leaves are falling fast
In woodland, glade and glen;
They nestle to the autumn blast
Along the sedgy fen.

The purple maples cast their coats
Upon the grassy mounds;
They sing in harmony the notes
Of life's unceasing rounds.

The oaken leaves with music cling
Close to the parent stem,
Till the frosty winds of winter fling
This spell away from them.

The hawthorn rustles by the way,
And sighs a funeral song:
Dame Nature seems to mourn the day
That brought this leafy throng.

Old Frost, the painter, touches all
With gold and auburn hue,
And bids them hasten to the call
Of death, that beckons you.

WILMINGTON COLLEGE, O., Oct. 13, 1886.

MISCELLANY.

HARVARD COLLEGE will celebrate its two-hundred-and-fiftieth anniversary on the 6th, 7th, and 8th of this month.

KOKOMO.—The schools here are moving on smoothly under the supervision of Sheridan Cox, with H. G. Woody as high school Prin.

A SUPT'S AND TEACHERS' CONVENTION will be held in Goshen Nov. 12 and 13. A large and profitable meeting is anticipated. All are invited.

QUESTION.—Describe the position of the liver.

Answer: "The liver is situated south of the stomach and a little to the right."

THE STEUBEN COUNTY institute will open November 8. An excellent program is provided and a large attendance is expected. R. V. Carlin still holds the helm.

THE BOURBON schools are fuller than ever before. A commission was issued to the high school by the State Board last September, and everything is prosperous. A. J. Whiteleather is Supt.

HUNTINGTON presents its 13th annual report full and complete on good paper and tastefully arranged. The outlines and suggestions are certainly helpful. J. W. Caldwell is the Superintendent.

THE City Superintendents' Association of Ohio and Indiana will meet in Muncie, Ind., Thursday, Nov. 4th, and continue in session three days. A cordial invitation is extended to all interested.

THE AMERICAN NORMAL COLLEGE, at Logansport, has double the enrollment this fall that it had last, and the prospects for the future are reported as very encouraging. Chas. E. Kircher is principal.

WESTFIELD.—The union high school here, under the principalship of Dr. Erastus Test, is in a prosperous condition. A course of seven lectures has been arranged for, and "Enterprise" is the watchword.

PLYMOUTH.—The annual report of the Plymouth schools shows very clearly and uniquely the condition of the schools. Supt. R. A. Chase, who has had charge of these schools for many years, still has a firm hold.

DE PAUW UNIVERSITY is booming—more than 600 students in the various departments being in attendance. Dr. Martin is directing the affairs of the university with ability, and the institution is growing in popular favor.

COVINGTON.—In making a notice of the opening of the Normal School at Covington our typo made us say that the new building cost \$3700 instead of \$37,000, only a slight mistake of one 'o.' The principal, J. V. Coombs, noticed it however.

SUPT'S CONVENTION.—A meeting of the Supt's of Towns and Cities will be held at Evansville Nov. 12 and 13. The forenoon of Friday will be devoted to visiting the schools. Several very important topics will be discussed. A cordial invitation is extended to all.

NEWTON COUNTY.—The revised course of study for this county varies only a little from the course agreed upon for the state in 1884. The modifications are to meet local needs. Supt. Will H. Hershman is hard at work and determined to keep abreast the best.

AN Exhibition of the Arts, Inventions, Manufactures, Products and Resources of the United States of America will be opened at 3 P. M. on Monday, May 2, 1887, at Earl's Court, Kensington, London, England, by the President of the United States, from the White House, Washington.

H. A. GOBIN, D. D., for many years a leading member of the De Pauw University faculty, was recently inaugurated as President of Baker University, at Baldwin City, Kan. This is a prosperous school, enrolling some 300 students. Thus Kansas secures another of Indiana's best educators.

CHEMISTRY IN THE HIGH SCHOOL is the title of an article printed in pamphlet form by Lillie J. Martin, of the Indianapolis high school. Miss Martin is a very successful teacher, and she is *growing*. The article is the result of personal experience and will be of value to any one interested in the subject.

THE NATIONAL NORMAL UNIVERSITY, Lebanon, O., is enjoying unprecedented prosperity. Its attendance larger, its teaching force better, its classes more enthusiastic than ever. President Holbrook, we are glad to say, enjoys the best of health. May he be spared many years to carry on his great and successful work.

WARSAW.—The annual report for 1885-6 of the Warsaw public schools is full and shows fairly what the schools are doing and trying to do. The report of the new library is of special interest. With only 400 volumes the circulation for the year was 5147. Many of the books were out from thirty to fifty times. The value of a small selected library to a community can not be easily estimated. Why do not more superintendents secure them, as did Supt. Mather this one? Work and tact will do it.

NOBLE COUNTY INSTITUTE.—The institute at Albion was held Sept. 27—October 1, and the attendance was unusually good. Two of the instructors disappointed the teachers by their absence, but some faithful work was done by Profs. W. A. Bell, E. E. Smith, D. D. Luke, and E. W. Wright (of Kendallville). Evening lectures by W. A. Bell, on "The Coming Teacher," and by E. E. Smith on "Dante and the Divine Comedy." Supt. Van Gorder is doing a faithful and a very efficient work in this county.

ST. JOSEPH COUNTY.—No other county in the state gives school work so prominent a place in the county fair as does St. Jo. At the last fair premiums were offered for not less than *seventy-five* different things in connection with school work, and in every instance both a first and second premium were offered—no premium being less than \$1 and ranging as high as \$8. A great many premiums ran as high as \$5 and \$6. The "school day" is of course *the* day of the fair. Supt. Moon is the power behind the throne.

DE KALB COUNTY.—The *Auburn Courier* reports an interesting display of school work at the county fair. It says: "All day long crowds of people, old and young, could be seen looking over the work. On every hand could be heard good words for Supt. Merica and for teachers and pupils, as well as for school officers. The maps of the Auburn schools were especially fine." One day was called "School Day," on which a "reading contest" took place. The Butler schools, superintended by T. J. Sanders, took the first premium in school display.

PURDUE UNIVERSITY.—The opening at Purdue this year is the most successful one in its history. It has already enrolled 312 students,—100 being in the Preparatory class, and 212 in the College proper. The number in the college has more than doubled in four years. The facilities have been greatly increased by the addition of new machinery

and a large supply of apparatus for work in electrical engineering. The Faculty numbers 19 besides 4 assistants; and everything seems to be moving off in good shape. The institution has just taken a contract for building thirteen machines for a Southern Agricultural College, the work to be done chiefly by students, and will be turned out inside of ninety days.

LEND A HAND is the name of the magazine over which Dr. Edward Everett Hale presides as editor. It is devoted to the consideration of measures for the suppression of pauperism, the relief of poverty, the diminution of disease and crime, justice to the Indian tribes, and, in general, the elevation of society. Its special departments are: The Associated Charities, Temperance Societies, Societies for the help of the American Indians, Woman's Work in Philanthropy, The Wadsworth Clubs and Look-up Legions. Not only its philanthropic design but also the fact that Dr. Hale is editor ought to make it popular with all that want to "Lend a hand."

STARKE COUNTY.—The 22d annual institute was held at Knox, Sept. 13 to 18, and was one of the most successful ever held in the county. All the teachers were present but four, and a large number of visitors. Instruction was given by Profs. Bell of Indianapolis, Porter of Valparaiso, Reddick of Winamac, and Kinsey of Valparaiso. Prof. A. M. Sweeney, of Dubois county, was present Friday and gave the teachers a literary treat.

Supt. Sinclair is a graduate of Purdue University, holds a life state license, and is not burying his talents, but is using them in bringing the schools of his county into favorable competition with those of other counties in organization and advancement, if not in number.

* * *

FORT WAYNE has erected two new school houses, and the plan of them is specially commendable. They are in the suburbs and are planned so as to be complete even in appearance as they now stand, and yet their structure is with a special view to enlargement in the future. Supt. Irwin has a long head for such business.

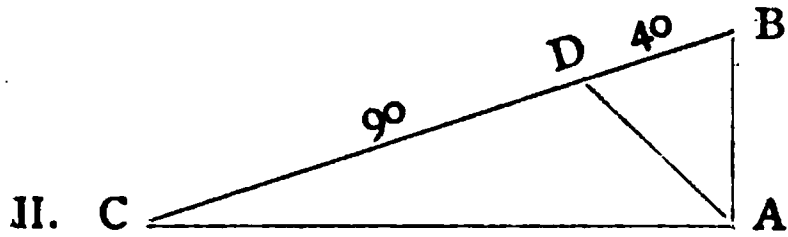
The Fort Wayne schools are among the best in the state. It employs special teachers in Reading, Music and Drawing, and stands at the head in these branches. No other city in the state has a special teacher of reading, and the success here proves the wisdom of the arrangement. Supt. John S. Irwin knows a good school when he sees it—and he knows how to make one.

QUERIES.—I. What must be one of the equal, annual payments which will pay an 8% note of \$1000 in 4 years?

II. A straight line is drawn from the right-angle, perpendicular to the hypotenuse of a right-angled triangle dividing it into two parts 90 and 40 rods each. Find area of the entire triangle.

Solutions: I. Compound interest on \$1000 for 4 years at 8% = \$1360.48896 = sum of the amounts of annual payments for various times at which it is payable.

The *amounts* form a geometrical progression of which the ratio is 1.08, thus $A \{1.00 + (1.08)^1 + (1.08)^2 + (1.08)^3\} = \1360.48896 , where A = annual payment. Sum of series is $A (4.506112)$, which = \$1360.48896 $A = \$301.920 +$. Ans.



Let A, B, C , be triangle.

$$(1) \quad AB^2 + AC^2 = 16900$$

$$(2) \quad AB^2 - AD^2 = 1600$$

$$(3) \quad AC^2 - AD^2 = 8100$$

$$(1) - (3), (4) \quad AB^2 + AD^2 = 8800$$

$$(2) + (4), (5) \quad 2AB^2 = 10400$$

$$(6) \quad AB^2 = 5200$$

$$(7) \quad AB = \sqrt{5200} = 20\sqrt{13}$$

$$(8) \quad (130)^2 - (20\sqrt{13})^2 = 11700 = AC^2 \therefore AC =$$

$$\sqrt{11700} = 30\sqrt{13}.$$

$$\text{Area of triangle} = \frac{AB \cdot AC}{2} = \frac{(20\sqrt{13})(30\sqrt{13})}{2} = \frac{7800}{2} = 3900 \text{ rds.} =$$

$$24\frac{3}{8} \text{ A. Ans.} = 24\frac{3}{8} \text{ acres.}$$

GEO. A. POWLES.

THE STATE TEACHERS' ASSOCIATION.

The State Association will convene at Plymouth Church, Indianapolis on the evening of December 28, and continue in session till Thursday. The program is almost complete and will appear in full in the December Journal. The following are the main features of the program:

Address by the retiring President, E. E. Smith; Address by the President-elect C. W. Hodgin.

Papers: "The great Poets as Moral Teachers," James Baldwin; "Error of Under-work in Lower Grades," Arnold Tompkins; "Physics in the Common Schools," (illustrated) D. W. Dennis; Discussion of Circular No. 7, 1884, H. A. Huston; "Necessity of Political Education," Laura Donnan; Report of Co. Supt's Com., W. H. Elson; Report of Township Trustees' Com., E. A. Bryan; "Scientific Temperance," Mrs. Nichols; "Education and the Labor Problem," A. D. Mohler; "In My Mind's Eye, Horatio" (address), E. C. Hewett, of Illinois.

The High School Section will open Dec. 28, at 9 A. M. The program of this is good.

Arrangements have been made for reduced rates on all the railroads running to Indianapolis and some others.

For particulars see the Journal for December, or address the Chairman of the Ex. Com., W. H. Sims, of Goshen.

PERSONAL.

Chas. Newby is principal at Monrovia.

Orville E. Connor is principal at Kentland.

Townsend Cope is in charge of the Butlerville schools.

A. H. Barber has charge of the schools at Walkerton.

Victor C. Alderson is principal of the schools at Dublin.

C. M. Lemon still holds the reins of the Ladoga public schools.

F. S. Morgenthauer is the director of the Huntingburg schools.

F. Gillum Cromer is Supt. of the Ohio side of the Union City schools.

John M. Bloss is as popular as ever as Supt. of the Muncie schools.

J. W. Hesler, a State Normalite, has charge of the Centerville schools.

Stanford Williard, of Wakarusa, is agent for the School Journal in his county.

J. T. Clifford, a recent graduate of the State Normal, has charge of the schools at Ewing.

W. T. Gooden, formerly principal of the Paoli schools, is now in charge of the schools of Pana, Ill.

Amos Sanders continues in charge at North Vernon, and the new year's work is progressing with unusual prospects.

W. I. Davis, formerly of Indiana, has his "one-two-three-little-injun" schools in successful operation at Grand Junction, Col.

A. J. McCune, formerly a southern Indiana teacher, is now located at Grand Junction, Col., as civil engineer and county surveyor.

Jesse Lewis, a well known teacher of Parke Co., has gone to Linsborg, Kan., where he will teach in Bethany College and Normal.

R. H. Harney is still Supt. of the Lebanon schools. Both his annual report and general report indicate his schools in good condition.

Joseph Carhart, Prof. of English Literature in De Pauw University, has had a very serious turn of typhoid fever, and is not yet fully recovered.

Prof. J. A. Woodburn, of the State University, is out on a leave of absence, and will spend the year at Johns Hopkins University—studying his specialties.

E. W. Young, of Michigan City, has been giving some sensible talks in various parts of the state on a new plan of teaching writing. The lecture is endorsed wherever heard.

J. K. Walts, late Supt. of the Logansport schools, is now located at Dublin and engaged in preaching. This is simply another branch of the same work he has been engaged in for years.

J. E. Mannix, formerly of this state, who spent last year in Dakota, is now principal at Uniontown, Ky., at a salary of \$125 per month. With an increased salary and a new wife he is *happy*.

E. M. C. Hobbs, associate principal and associate proprietor of the American Normal College at Logansport, was married Nov. 2d to Miss Anna Caspar, of Salem, Ind. The Journal extends most cordial congratulations.

W. H. Wiley began teaching in Terre Haute twenty-one years ago last April. He was principal of the high school for several years, and then succeeded J. M. Olcott as Supt., and still holds the place. Mr. Wiley attends strictly to business, and does it in a quiet and efficient manner.

Prof. E. E. Smith, late of Purdue University, is now in Kentucky, his native state, engaged to do school work till the Holidays, and possibly longer. He is also doing some literary work. He will return to Indiana and be present at the State Association, and possibly remain permanently in the state. His address is Henderson, Ky.

Geo. P. Brown, well known to the teachers of Indiana as Supt. of the Indianapolis schools, and later as Pres. of the State Normal School, has bought the *Illinois School Journal*, and will hereafter devote his entire time to its interest. He will publish it at Bloomington, Ill., which will hereafter be his home. Those who know Mr. Brown's abilities as an educator and an educational writer will not doubt that he will make one of the best papers of its class in the United States. The Journal wishes him abundant success.

Harvey M. La Follette, Supt. of Boone county, was the successful candidate before the Republican State Convention for the nomination to the office of Superintendent of Public Instruction. As stated in the August Journal, Mr. La Follette is one of the leading county superintendents in the state; he is a man of liberal education, speaking fluently not fewer than five different languages and reading several others. That he is a pusher and has power to impress men favorably, is evidenced by the fact that he was successful as against several other good men who were candidates for the same place. If elected he will make an excellent Superintendent. This notice should have appeared a month ago.

BOOK TABLE.

A NEW slate eraser has been invented which holds moisture for several days by the Wittram Manufacturing Co., of San Francisco. It is a curiosity and works.

THE EARLHAMITE is one of the best college papers that comes to our table. The editor for the coming year is Elwood C. Perisho, '87. His first issue indicates that he will fully maintain the high standard of the paper. All friends of Earlham should take it.

YOUNG'S SYSTEM OF PROGRESSIVE PRACTICE EXERCISES IN PENMANSHIP is what its name implies. It can be used with any system of copy-books, and is certainly an excellent device. A two-cent stamp sent to the author, E. W. Young, at Michigan City, will secure a sample copy and instructions.

ELEMENTARY MECHANICAL DRAWING FOR SCHOOL AND SHOP: By Frank Aborn. Cincinnati: Van Antwerp, Bragg & Co.

This little book is intended for grammar and high-school grades. The purpose of the author is to develop in the minds of the pupils the principles of mechanical drawing. Only one new principle is presented in each problem, and the method seems logical, simple and complete.

"THE FOUNTAIN," published at York, Penn., is one of the best juvenile papers that reaches our table. Instead of running to stories it devotes its pages to science, history, natural history, interesting facts, etc., adapted to the comprehension of boys and girls.

JO'S BOYS: By Louisa M. Alcott. For sale by Burrows Bros, Cleveland, O.

The long-promised sequel to "Little Men" appears at last under the title of "Jo's Boys." Readers who have followed with interest and delight the girlish history of Jo and her sisters in "Little Women" and later her story as wife and mother in "Little Men," will hail this book with delight that the future of not only Jo, but of her real and adopted boys may be learned. The book appears in good time to make many a heart happy at Christmas.

LIFE OF ROBERT FULTON: By Thos. Knox. New York: G. P. Putnam's Sons. Illustrated.

This life of Robert Fulton is an excellent book for boys to read. It is the history of one who rose from poverty and obscurity, not to be *President*, but to be greater than President, to be the inventor of one of our great modern conveniences, the steamboat. It is also a history of what common sense, combined with aptitude in the construction of machinery crowned by *great* perseverance, can accomplish. Following the "Life of Fulton," but in the same volume, is a history of steam navigation. With curious and ingenious boys the book must become a prime favorite.

POETS' HOMES: By Arthur Gilman and others: Chicago: Interstate Publishing Co.

These books, for there are two volumes, have for their contents what their names indicate. A description of the home, its surroundings, the home relations, with a brief sketch of the principal events in the life of our leading writers of poetry are to be found within their pages. Matter is furnished that hitherto has been found only after a prolonged search through old magazines and the encyclopedias. Most of the sketches are illustrated by pictures of the actual residences of the poet. They are two very interesting books, and will be welcomed, we are sure, by many readers.

SELECTIONS FOR WRITTEN REPRODUCTIONS: By Edward R. Shaw. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

For several years past many teachers have known that one of the most effective means of teaching composition writing is to read a selected story and then have it reproduced by the children in writing. This cultivates the power to listen well, and it gives exercise, expression, and the laws of composition, and lays the foundation for independent original writing. These stories can be used equally well to cultivate the power of vocal expression. The little volume above named contains about 100 pages, and the stories are interesting, well selected and graded.

THE MENTOR: By Alfred Ayers. New York: Funk & Wagnalls.

This is a book for men and boys. It is a guide to shape their conduct and manners and make them such as will fit them for the society of the better sort. It asserts in the preface what is not universally be-

lieved, that wealth is not the surest passport to the better circles of society, but that such a passport is moral worth, supplemented with education, which includes both instruction and breeding. The book contains good advice for many of the trying periods of a man's life. It gives rules that may guide his conversation aright, and directions that will serve him well if intelligently followed in company, at church and with friends at home. It strongly commends itself to everyone who will take the pains to examine it.

TENANTS OF AN OLD FARM; *Leaves from the Note-Book of a Naturalist*: By Henry C. McCook, D. D. New York: Fords, Howard & Hurlbert.

The above is a volume of some 450 pages, extensively illustrated, printed on excellent paper, and bound in tasteful style. It is a book of natural science, put in popular form. Dr. McCook is high authority among scientists in the insect world, and what he says as to the nature, habits, and life of these little insect tenants of an old farm, can be relied upon. The style is charming. The personification of the insects gives an interest that captivates boys and girls, with even a little inclination to the study of "biology." The usual price is \$2.50 but it can be had of Burrows Bro's & Co., of Cleveland, O., for \$1.75. "Jo's Boys," noticed above, can also be had at reduced rates from this house. Both are excellent holiday gift books.

GRAY'S ELEGY: With Literary and Grammatical Explanations and comments, and Suggestions as to how it should be taught. By R. Heber Holbrook. Lebanon, Ohio: C. H. Hamilton & Co. Price, 50 cents.

It is remarkable to see how much can be made out of a little poem that in "ye olden time" was easily finished (?) at a single lesson. This little volume will be chiefly valuable in showing how *other* composition may be studied. It is full of good suggestions.

SCHOOL DEVICES: A Book of Ways and Suggestions for Teachers. By Edward R. Shaw and Webb Donnell. New York: E. L. Kellogg & Co.

This book is what its name indicates. The devices are for all the grades and all the subjects in the common school work, and will be especially helpful to young teachers. Price, \$1.25.

THE JUGURTHINE WAR: By Sallust. Edited with Introduction, Notes, and Vocabulary, by C. G. Herbermann. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

This is a new edition of Sallust, with full notes and suggestions so as to assist the student, as far as possible, with all the resources of modern scholarship. The historical and geographical index is very helpful. The most approved text is used. The author has put forth this volume with the light of all that has been known and written on the subject to direct and help.

BIBLIOGRAPHY OF EDUCATION: Arranged by topics and indexed by authors. By G. Stanley Hall and John M. Mansfield. Boston: D. C. Heath & Co.

By this book one can find the names of books with names of authors on any educational subject. It is the only book of the kind, and will be valuable to persons seeking authorities on given topics.

ENTERTAINMENTS IN CHEMISTRY: Easy Lessons and Directions for Safe Experiments. By Harry W. Taylor. Chicago: The Interstate Publishing Co. Price, 60 cents.

The above requires only the simplest apparatus, and but few and inexpensive chemicals. It is a method of making play instructive.

PHILLIPS'S HISTORICAL READERS: In four volumes, respectively entitled, "Stories from English History," "Early England," "Middle England," and "Modern England." Published by the Boston School Supply Co.

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PEN PICTURES OF THE QUINCY SCHOOLS.

VICTOR C. ALDERSON, DUBLIN, IND.

WE are in Quincy, Mass.,—the town so famous for its statesmen, its granite, and its public schools. Time, 8:45 A. M. In company with the genial Supt., Mr. Geo. I. Aldrich, we are walking from the railroad station to the Coddington school. The first bell has already rung and the children are either on their way to school like ourselves, or are playing in the yard. Their activity, elastic steps, bright eyes, and general happy appearance banish all suspicion of the high pressure method in their education. The gong strikes and lines are quickly formed. When lo! two typical drummer boys appear on the steps. At a signal, with perfect time and martial air, the roll is sounded and the children, like so many embryotic soldiers, march stately in. We enter at the end of the line and, as the drum beat dies out behind us, a new evidence of soldierly drill confronts us. On the rostrum before us stand two boys, adepts in the art of playing the bones, waving their arms and making all possible noise. Their clatter, together with the notes of the triangle in the hands of the teacher, give the time to the entering files of children. Amid this frightful din of triangle, bones, drums and the steady tramp of hundreds of little feet, we wonder whether we have been ushered into a military school or a minstrel show. Can this be Quincy? The Intellectual Mecca of the East? But wait! In the twinkling of an eye all is quiet

and sixty smiling faces greet the teacher's "Good morning, children," with a hearty "Good morning, Miss H——."

Except for the fact that the children have happier faces and the teacher a quiet air of masterly ability, we see nothing to distinguish this school from scores of others we have visited. The walls are neither bright nor cheerful; the desks are of the ordinary pattern; the windows few in number; the black-boards clean and shiny. But in the corner is a suspicious closet—the repository of the school-room tools. At our right is a moulding board, with a few grains of sand still clinging to it which show that a child's natural instinct to play in dirt is here utilized in laying the foundation of natural science in the study of geography. At the farther end is a long table piled with cubes, spheres, and cylinders, which are suggestive of form and magnitude. A pile of splints, a box of shoe-pegs, dissected pictures, strings of beads, colored cards and units of form, are the materials of the Busy Workers.

Our reverie is suddenly broken by the gentle voice of the teacher, "What shall we sing this morning, children?" The children, one instant before a study for an artist, are now nearly hidden behind a sea of waving hands and Quincy enthusiasm has burst upon us. The honored one is quickly chosen and all settle back to their accustomed gravity and join heartily in the song. Not a single mouth remains closed, nor an eye taken from the teacher. This song ended, another is sung. "What day is this?" now comes from the teacher. "Monday, June 7th," answer the class in perfect unison. "Who can tell me a nice story about this day?" Up come the shower of hands, and so vigorously do they wave that one would think each had a special tale to relate which could brook of no delay. Quickly come the answers, expressed without hesitation and with emphasis: "I think this is a fine day." "I think it is warmer than yesterday," comes from an observing child. "My papa said it would rain before noon and made me bring my rubber coat." "I hope it will not be so hot as it was yesterday," is heard from a youth who has his mind on personal comfort. "I hope it won't either," cheerily remarks the teacher, "but we must

work hard now so that if it is hot by-and-bye we can then play." With this encouragement all are ready.

"The first group may let their pencils draw the answer to this example." "My little helpers in the second group may do their Busy Work." (At this point the trainer, or assistant, walks quietly up and down the aisles distributing small units of design—colored pieces of paper in the form of triangles, squares, rectangles, and circles.) "The third group may come to me." Twenty eager children crowd about her, tug at her dress, put their chubby lips up to be kissed, or lean upon her for a fond caress. The teacher is all kindness and each token of their love is returned with corresponding affection. Turning to the black-board she deftly begins to sketch a house. Hardly has the second stroke of the crayon been made ere the active minds about her begin to work. One speculative Yankee blurts out, "I guess it is going to be a cart"; another, almost under her elbow, queries "A barn"; another, "A box." At length the last window is cut and the last door hung. The teacher stands back and inquires, "What have I made, children?" "A house," is the quick response, for all, even to the dullest, now recognize the familiar picture. "Who will tell me a nice story about the house?" Up comes a score of hands and stories are plentiful. "I see a picture of a house." "I think it is a school-house." "You have drawn a house on the black board," among the rest. "Has any one ever seen a house?" "Why yes'm, yes'm," are the rapid replies. "What kind?" The hands flutter once more, the interest is intense, for all are eager to impart their little stock of information. "A wooden house, brick house, school-house, hen-house, dog-house, wood-house, court-house, meeting-house, boarding-house, stone house, freight-house, station-house, snow house," are the baker's dozen of houses they have observed. As fast as each is given, a little "story" is told about it which the teacher rapidly, but with beautiful penmanship, places upon the board. Thirteen sentences of the children's own creation are now to be read. "Shut your eyes tight, tight," is the teacher's admonition, while she quietly points to a sentence. "Look quick!" In a flash every eye is riveted upon the sentence indi-

cated by the pointer and every hand is waving high in air. One by one the sentences are read till the excitement is at a high pitch, when the query comes from the teacher, "How many have seen a dog-house?" "I," and "I," and "I,"—yes, all have seen one. "Then let your pencils draw a pretty picture of one for me, and tell a little story about it. Let me see how many can have a Daisy Slate! Good bye." And all scamper to their seats, for a Quincy teacher never says coldly, one, two, three; but always a cheery "Good bye."

Let us consider what a lesson like this involves. There is, first of all, originality and stimulation of thought and its expression; then the creation of interest and enthusiasm, sight reading, drawing, writing, spelling, neatness, and a laudable desire to excel. Surely a combination lesson par excellence, and how different from the antiquated method of teaching the common branches separately. We never use them isolated. Why then teach them so?

Nowhere have we ever seen a more faithful practice of the advice "Read naturally," than at Quincy. This naturalness of expression is much increased by the practice, as soon as the children are old enough to grasp the thought fully, of raising their eyes from the book and looking at the teacher, or whoever may be present. The following incident, related to us by the teacher in whose presence it occurred, is the best possible proof that Quincy children read naturally. The scene was in a Primary room. John Quincy Adams was present on a tour of inspection. A little girl read, "What is your coat made of?" Somewhat disconcerted and wondering why the child cared to know the quality of his dress, he hesitated before answering. Another question quickly followed the first, "Is it made of wool?" "Y-e-s, I guess so; at least it ought to be," answered the innocent Mr. Adams. Here the teacher thought it best to interfere, and explained that the child was not addressing him, but was only reading from the book. Mr. Adams made a hasty departure, convinced of the naturalness of the Quincy methods.

P E R C E N T A G E .

BY N. NEWBY.

THE following treatment of percentage is submitted in the hope that whatever of good there is in it, may be utilized by those who need it.

1. THE TERMS USED.—The *base*, the *rate per cent.*, and *percentage* are but new names, to the pupil, for multiplicand, multiplier and product, respectively. Percentage is thus related to multiplication in the signification of its terms. For working purposes the rate per cent. is a number of *hundredths*.

2. THE CASE.—I. Given the base and the rate per cent. to find the percentage.

Solution. Since the percentage is the product of the base by the rate per cent., the percentage is found by multiplying the base by the rate.

II. Given the base and the percentage to find the rate per cent.

Solution. Since the percentage is the product of the base by the rate per cent., the rate per cent. is found by dividing the percentage by the base, expressing the quotient as *hundredths*.

III. Given the percentage and the rate per cent. to find the base.

Solution. Since the percentage is the product of the base by the rate per cent., the base is found by dividing the percentage by the rate per cent.

In the first case we have given two factors to find their product, while in the second and third cases we have given the product of two factors, and one of them to find the other.

On the basis of processes employed; the cases of percentage are but two; but since in the second case the quotient is limited to hundredths order (by virtue of its office as *rate per cent.*) and because there are three essential terms employed in percentage, it is convenient to make three cases.

In many of the text-books, the terms *amount* and *difference* are used. Each of these is, however, a number of times one hundredth of the base, and is thus included under the definition of the *percentage*.

The entire matter of percentage as required in the common schools is outlined in the foregoing scheme.

3. THE APPLICATIONS.—The various applications of percentage may be grouped into two classes. 1. Those problems in which the percentage is the product of two factors, viz: the *base* and the *rate per cent.* 2. Those problems in which the percentage is the product of three factors, viz: the *base*, the *rate per cent.* and the *number representing the time in years* involved in the transaction under consideration. Profit and loss, commission, stocks, insurance, taxes, etc., are examples of applications of the first class—while interest, discount, exchange, etc., are examples of applications of the second class.

Upon beginning the study of any of the “applications” the terms which correspond to the *base*, the *rate per cent.*, and the *percentage*, should be clearly fixed in the mind. The pupil then readily translates any particular problem in profit and loss, commission, etc., into a problem of percentage and solves it under some one of the three general cases. For example: 1. The number on which gain or loss is estimated is the *base*. The cost price is usually the base. 2. The gain, the loss, or the selling price is the *percentage*. 3. The rate of gain, rate of loss, or rate of selling is the *rate per cent.*

EXAMPLE I. A man paid \$110 for a horse and sold it at a profit of 20 per cent.; required the gain.

Translation. We have given the cost, \$110, which is *base*, and the rate of gain, .20, which is *rate per cent.*, to find the gain which is the *percentage*.

Solution. Since the percentage is the product of the base by the rate per cent., the percentage, in this example, is found by multiplying \$110 by .20; the product \$22, is the percentage, which is the required gain. Therefore he gained \$22.

EXAMPLE II. A hat costing \$8, was sold for \$9. What was the rate of gain?

Preliminary Step. \$9 minus \$8 = \$1 = the gain.

Translation. We now have given the cost, \$8, which is *base*, and the gain, \$1, which is the *percentage*, to find the rate of gain, which is *rate per cent.*

Solution. Since the percentage is the product of the base by the rate per cent., the rate per cent., in this example, is found by dividing \$1 by \$8, expressing the quotient as hundredths. The quotient, $.12\frac{1}{2}$, is the rate per cent., which is the required rate of gain. Therefore, etc.

These examples briefly indicate the character of thinking that the pupils should do under all the applications of percentage in order to receive that culture which the subject can be made to yield.

It is granted that there are analytic solutions by which the *answer* to such exercises is more quickly obtained than by the method here suggested; but an analytic solution is always determined by the conditions of each individual problem. Such solutions do indeed give a very desirable kind of culture, but they do not tend to broad generalizations. They do not tend to unify different parts of the subject, and hence are not important factors of the subject as *science*.

The method of treating percentage which I have herein presented, I have called the *deductive* method—since each individual problem under whatsoever “application” it may occur, is immediately referred by means of corresponding terms to one of the general cases of percentage for solution. The teacher who will faithfully and persistently use this method will assuredly give to his pupils a broad and an abiding knowledge of the “applications” in their organic relation to the principles of percentage.

A similar treatment of all parts of arithmetic will make of this branch a most potent means of mental culture instead of a machine for “doing sums.”

TERRE HAUTE, IND.

THE SYLLOGISM IN ARITHMETIC.

GEORGE C. HUBBARD.

“THE study, *par excellence*, for the culture of deductive reasoning, is mathematics.” “Reasoning is the process of deriving one judgment from two other judgments.” “All reasoning can be, and naturally is expressed in the form of the syllogism.” “The two propositions from which the third is derived is called

the *conclusion*." The general truth is the *major premise*; the particular truth is the *minor premise*.—*Brooks*.

The major premise becomes known through inductive reasoning or is known immediately by intuition. Some general truths gained intuitively are:

1. *The synthesis of unequal numbers is performed by addition.*
2. *The synthesis of equal numbers is performed by multiplication.*
3. *The analysis of a sum into unequal parts is done by subtraction.*
4. *The analysis of a product into equal parts is done by division.*

An example of an axiom is, *Equals affected alike produce equals*.

According to the above, what must a pupil think to rationally solve—A man paid \$85 for a horse, and \$17 for his keeping, and then sold him so as to gain \$15; for how much did he sell the horse?

Minor premise: The unequal numbers \$85, \$17, and \$15, are to be thought into one number.

Major premise: See (1.)

Conclusion: Addition is the proper process. Performing process— $\$85 + \$17 + \$15 = \117 . The reason is strengthened by forming the first three judgments. The ability to quickly ascertain a correct sum is increased by thinking the last.

A teacher whose pupils could add, subtract, etc., well, but could not reason well, assisted (?) them in finding the answers to the practical problems, by placing the examples, interpreted by the proper signs, upon the board thus:—

$$11. \$85 + \$17 + \$15 = (\quad)$$

Was it a good or a poor plan? Why?

Before a pupil knows when to subtract, multiply, or divide in solving a practical problem, must he not necessarily reason in a similar manner? If the pupil be taught to so reason in the study of the fundamental processes, and learn the corresponding terms in their applications, there is no reason why he should not solve any problem between the lids of the arithmetic, even though he should not have a single formula or rule given him to memorize. The writer believes that if much more time were given to teaching the fundamental processes and their principles, arithmetic would be learned in less time. As too frequently taught, each

class of problems must have its particular form of analysis, written form, formula, and rule. The pupil thus instructed passes from the subject knowing a great conglomeration of facts, but not much of the beautiful science which forms the key to all the higher mathematics.

Algebra is arithmetic made general. Its problems are mainly solved by using the equation and the axiom already given. The same tools may be used to advantage in arithmetic. Illustrations: (1) What will 10 pears cost at 3c. each?

$$\begin{aligned}\text{Form—} & 1 \text{ pear} = 3\text{c.} \\ & 10 \text{ pears} = 30\text{c.}\end{aligned}$$

The Thinking Process—(a) The mind thinks the equation, 1 pear = 3 cents. (b) It thinks the major premise, Equals affected alike produce equals. (c) It thinks the ten pears, whose value is unknown, as a product having the 1 pear for the multiplicand, and determines the multiplier. (d) It multiplies 3 cts. by 10. (e) It thinks the minor premise, The equals, 1 pear and 3 cents, have each been multiplied by 10. (f) It concludes from (b) and (e) that 10 pears = 30 cents.

(2) If 10 pears cost 30 cents, what should 1 pear cost?

$$\begin{aligned}\text{Form—} & 10 \text{ pears} = 30\text{c.} \\ & 1 \text{ pear} = 3\text{c.}\end{aligned}$$

The thinking process is the same as in Illustration (1), both of the equals being multiplied by 1 tenth.

(3) Reduce 10 months to days.

$$\begin{aligned}\text{Form—} & 1 \text{ mo.} = 30 \text{ da.} \\ & 10 \text{ mo.} = 300 \text{ da.}\end{aligned}$$

(4) How many square feet in the surface of a floor 10 feet wide and 25 feet long?

$$\begin{aligned}\text{Form—} & \text{A surface } 25 \text{ ft. long and } 1 \text{ ft. wide} = 25 \text{ sq. ft.} \\ & \text{A surface } 25 \text{ ft. long and } 10 \text{ ft. wide} = 250 \text{ "}\end{aligned}$$

(5) In digging a cellar 6 yards wide and 14 feet deep, 280 cubic yards was excavated; what was the length of the cellar?

$$\begin{aligned}\text{Form—} & \text{The length of an excavation of } 1 \text{ cu. yd. } 1 \text{ yd. wide} \\ & \text{and } 1 \text{ yd. deep} = 1 \text{ yd.} \\ & \text{The length of an excavation of } 280 \text{ cu. yd. } 6 \text{ yd. wide} \\ & \text{and } 14 \text{ yd. deep} = 10 \text{ yd.}\end{aligned}$$

Thinking process: Like that in Illustration (1) except (c). Here the mind perceives when comparing the contents that the

length should be 280 times 1 yard; when comparing the width, that the length should be 1 sixth of the first result; and when comparing the depth, that the length should be 3 fourteenths of the second result; and that the true multiplier of the equals is $280 \times \frac{1}{6} \times \frac{3}{14}$, or 10. So with all problems in proportion.

(6) A bookseller sold a lot of books on commission, at 20 per cent., and remitted \$160 as net proceeds; for how much were the books sold?

$$\text{Form—}100\% - 20\%, \text{ or } 80\% = \$160.$$

$$100\% = \$200.$$

(7) A man bought Michigan Central at 120, and sold at 124; what per cent. of the investment did he gain?

$$\text{Form—}120 = 100\%.$$

$$124 - 120, \text{ or } 4 = 3\frac{1}{3}\%.$$

(8) What is the Amt. of \$804.25 for 1 yr. 5 mo. 10 da. at 8%? The mind by inductive reasoning discovers that the interest at 4% for 1 fourth of a year (90 da.), at 5% for 1 fifth of a year (72 da.), at 6% for 1 sixth of a year (60 da.), etc., is 1% of the principal. In comparing the corresponding terms, it sees they are alike, excepting the times, and that the ratio between these only need be determined.

$$\text{Form—}\frac{1 \text{ year} + 5 \text{ mo.} = 17 \text{ mo.}}{1 \text{ mo.} = 30 \text{ da.}}$$

$$17 \text{ mo.} = 510 \text{ da.}$$

$$510 \text{ da.} + 10 \text{ da.} = 520 \text{ da.}$$

$$\text{The interest for 45 da.} = \$8.0425.$$

$$\text{The interest for 520 da.} = \$92.94.$$

$$\text{Prin.} + \text{In.} = \$897.29, \text{ Amt.}$$

The reader should not understand that all of the above form should be written whenever an example in Interest is solved. The first five equations, in a short time, could be thought merely, and only the last two written. What the pupil needs is more time devoted to reasoning and less to the written expression.

(9) A boy being asked his age, said that 3 fourths of 80 was 2 fifths of 10 times his age; what was his age?

$$\text{Form—}\frac{2}{5} \text{ of } 10 \text{ times his age, or } 4 \text{ times his age} = \frac{3}{4} \text{ of } 80 \text{ yr.}$$

$$\text{or } 60 \text{ yr. } 1 \text{ time his age} = 15 \text{ yr.}$$

(10) A horse tied to a stake can graze to the distance of 40 ft from the stake; on how much surface can he graze?

Form—The area of a circle whose radius is $\frac{1}{2}$ of a ft. = .7854 square feet.

The area of a circle whose radius is 40 ft. = 5026.56 square feet.

Since similar surfaces are to each other as the squares of their like dimensions, the second circle is 80^2 times the first.

(11) The surface of the planet Mercury contains about 28274400 square miles; what is its diameter?

Form—The diameter of a sphere whose surface is 3.1416 sq. miles = 1 mile.

The diameter of a sphere whose surface is 28274400 miles = 3000 miles.

The surface of the larger sphere is 9,000,000 times as large as that of the small sphere; hence the diameter is 3000 times as long as the diameter of the small sphere.

It can be seen now that the reasoning described above and the simple form given apply to all examples in which one equation, known or stated, serves as the basis for finishing another equation; and in all problems which are a combination of such problems; or, in other words, about nine-tenths of arithmetic.

METHOD OF GEOGRAPHICAL INSTRUCTION.

BY HEINRICH MATZAL.

[Translated from the German by Howard Sandison.]

ANALYTICAL PART.

And what in wavering vision hovers,
Make fast with enduring thought.

[GOETHE, *Faust*, Prologue in Heaven.]

EMPIRICAL PART.

THE sources of all knowledge are *experience* and *reflection*. To both also we shall have to address ourselves. Accordingly, to experience for the first.

Now, as is known, the so called pedagogical experience is a peculiar thing. We know well, what we ourselves and others do; but only in rare cases do we win a sufficiently certain, clear and definite knowledge of what has been gained through that work. And even in these few favorable cases, very many questions remain unanswered.

Either the aim of our efforts was not gained: then we have learned that we should have proceeded. But how?

Or the aim was accomplished. But even then—always, as above supposed, we would know that through *doing*, and only through that, it might have been gained—even then the question yet remains whether that procedure was really best adapted to the end; whether other ways, better, shorter, might not have led more certainly to the end.

Briefly: every individual finds by accurate reflection his pedagogical experience interwoven with the accidental and the arbitrary—of others and of self; the latter is the worse, because the more difficult to be perceived—to such a degree, that he can not at all seek here the leading point of view for an earnest pedagogical procedure, if he desires to think clearly and to act conscientiously.

The case stands otherwise if we raise ourselves above the standpoint of individual experience.

It is not left with the individual teacher in public instruction, and only with this will this work employ itself, to proceed wholly and entirely according to *his* best knowledge and conscience. The leading officials [educational] determine the aim of education, and prescribe also the system of instruction, more or less in detail even.

These norms perform them also in didactical literature, an important role partly as matter of fact with which one must deal, partly as objects of criticism.

A third thing is, in this connection, easily overlooked, namely this, that here also experiences are, and, in truth, a general experience which, formed during long periods of time and from widely differing communities offers in its behalf a guaranty that in it the accidentality and the arbitrariness of the individual experience shall have been, at least in part, neutralized.

Of similar worth are the conclusions of the meetings of directors [conventions of superintendents, etc.] in the province of the Prussian kingdom, which have several times employed themselves with the geographical instruction in the Prussian higher schools.

Finally, several geographical conventions also, have made, in

the course of the last decade, geographical instruction the subject of their deliberations, and have preserved the results of these deliberations in a series of theses.

Now in the following, a synopsis of such material shall first be given. Yet in this it seems neither necessary nor possible to bring under consideration the geographical instruction of all civilized lands; it will be more profitable to lay stress upon only some states as representative and to treat these therefore so much the more amply. As such I choose for Germany, Prussia; for foreign lands, Belgium.

PSYCHOLOGY IN THE INSTITUTE.

MR. EDITOR:—It is generally admitted, now, that all true methods of instruction are based upon psychological principles; and that a clear understanding of the mind processes in learning is indispensable to the teacher: but it is a debatable question whether much that is given in Institutes under the name of psychology has any practical bearing on the work of the ordinary common school teacher. Why is it that these psychological-didactic-workers must define everything in a scientific manner before they can say anything practical about it? Often, they take up nearly the whole time in making definitions and elaborately discussing them. The more they define and discuss, the duller and more disgusted we become. Take for example the following definition of language:

"In general, language is the self-active statement of the peculiar interior become exterior, the representation of it by the exterior, as the breaking of a thing makes known its innermost."

Now, Mr. Editor, of what advantage is this to a teacher who has to teach *grammar*, and who has not spent years in the study of the *interior* and the *exterior*? If our psychological instructor explains such a definition the chances are, he'll use so many technical terms and queer expressions (to us) that "the plainer he gets, the more we don't understand."

Every teacher believes that cheerfulness should pervade the school work from first to last, but of what earthly use can a teacher make of the following definition of cheerfulness:

"Cheerfulness is the not-brokenness of emotional character with reference to a view of life."

This is too elevated, or too *spiritooal*, or too something for a great many of us. After we have heard such a definition discussed for forty minutes on a hot August afternoon, our *view* of life is not as *cheerful* as it was, and we have no *emotional character* left. It is *broken*. We are sleepy, and sometimes we sleep. "God bless the man who first invented sleep!"—"Nature's sweet restorer." This definition and the "discussion" that follows it does not help us to go into District School house No. 2, surrounded by a muddy country and many other unpleasant things, and make things cheerful.

This psychological worker of ours never *looks at a thing*. He *views* an *object in space* and *in time*. When these and other different *views* are taken he does not *think* about it, he *ponders* it, or *considers* it. When this is done he names it an *object object* or a *subject-object*, owing to how he *views* it. We have heard the word "differentiation" used somewhere in connection with institute work, but don't know just where.

Spirit, environment, individualize, generalize, induction, deduction, come in for their share of attention and get it from our terminological worker, but not from the majority of the teachers.

These terms and phrases used by our psychological-pedagogical-thought-man we suppose are valuable to those who understand them. They probably express the most in the fewest words; but as the majority of us do not understand them our *worker* speaks to us in an unknown tongue. Is the Institute the place for this kind of work?

We would not have this class of workers stay away from our Institutes. They are valuable men. They are close thinkers. They know more than we do, Mr. Editor. What we wish them to do is to forget their psychology when they talk to us and give us some helpful instruction in plain United States language. Lead us to see how the mind of the child acts in learning arithmetic; in learning grammar; in learning to read, etc. Show us what we can do for the child that will enable him to do for himself. Have us see *why* we do thus and so, but don't ask us to *speculate*. The weather is too hot. We will buy a book and read it as carefully as we can during the long winter evenings.

We will join the Reading Circle, or do almost anything, if you will just give us something we can understand and carry away with us into our schools. We wish to grow of course, but our chief business is to make others grow, and we would like to know *what* to set before them and *how* to set it there.

We never hear one of these psychological-pedagogical-terminological-institute-instructors that we are not reminded of the following stanzas published in the New York *School Journal* some time ago:

Across the moorlands of the Not
 We chase the gruesome When,
 And hunt the Itness of the What
 Through forests of the Then.
 Into the inner consciousness
 We track the crafty Where;
 We spear the Ergo tough, and beard
 The Ego in his lair.

With lassoes of the brain we catch
 The Isness of the Was,
 And in the copses of the Whence
 We hear the Think bees buzz.
 We climb the slippery Which bark tree
 To watch the Thusness roll,
 And pause betimes in gnostic rhymes
 To woo the Over-Soul.

Now, Mr. Editor, if we must have *this kind* of psychological work or fun, let us have the fun. It makes us more cheerful.

FRANK LYNN.

A CHAPTER ON DON'TS.

GEO. W. HOSS.

WHEN hearing a recitation—

1. Don't prance from one side of the desk to the other like a French dancing master.
2. Don't vibrate backward and forward, with a pendulum-like beat.
3. Don't declaim and scream at your pupils when you ought to use a pleasing conversational tone.
4. Don't sit or stand in a listless or awkward attitude.

5. Don't constantly play with your watch chain, nor twirl a pencil or ruler.
6. Don't keep up a perpetual pulling or patting of your beard, as if it were a pet and needed to be poodled.
7. Don't run your hands into your pockets as if in search for lost cents (sense).
8. Don't run your hands through your hair, as if hunting for lost ideas or something else.
9. Don't spring and jump as if you were a gymnast.
10. Don't spit on the floor.
11. Don't ask for quiet and then stride over the floor with the tread of a cattle driver.
12. Don't snap your pupils up or off.
13. Don't treat your pupils as blockheads, and never call them such.
14. Don't,—save in extreme cases,—ridicule your pupils.
15. Don't fail to be *kind*, as well as firm.
16. Don't say—"Look that up,"—when you ought to have looked it up yourself.
17. Don't say—"What does the class think?"—when the class ought to know what you think.
18. Don't pretend to know what you don't.
19. Don't fail to acknowledge an error and that frankly.
20. Don't assume to know everything.
21. Don't be afraid to be genial and social.
22. Don't talk your pupils to death.
23. Don't lisp and simper.
24. Don't wear a somber or scowling face.
25. Don't substitute the *Police Gazette* for the *School Journal*.
26. Don't keep up a perpetual complaining of the teacher's calling. [Better resign. May be education will survive the loss.]
27. Don't fail to prove to your pupils, not by words but by deeds, that you are their *friend* as well as their teacher.
28. Don't fail to realize and practice the truth that *love* is stronger than the rod.
29. Don't fail to be a true gentleman or lady.
30. Don't fail to stand yourself up before the teacher's mirror and see how many of these *don'ts* do or do not belong to you.

THE SCHOOL ROOM.

[This Department is conducted by GEO. F. BASS, Supervising Prin. Indianapolis schools.]

SHORT NOTES.

THENCE.

What sound has *th* in the above word?

EQUATION.

Should there be a *zh* sound in this word, according to the dictionary?

TRUTHS.

Has *th* the sound in this word that it has in the word *that*?
Has *s* the sound of *z*?

MAKING PROBLEMS.

A primary pupil being asked to make a problem, gave the following: "A man had 7 wives and gave half of them away; how many has he left?"

WHEN pupils read, have them read *to* somebody. It is not very inspiring to read to the walls of a large room. Try it. A teacher should have the ability to be a good audience. He should be a good listener.

BICYCLE.

What sound has *y* in the above word? Don't say the word is not in the dictionary. Look in the latest edition of Webster's High School Dictionary. Don't say that "everybody says" Bi'-cŷ-cle. The dictionary in use is our authority on pronunciation.

"THE FRONT PART."

It will pay young teachers who have not studied the dictionary carefully, to read the article "How to Use the Dictionary." The "front part" of the dictionary is not understood by *all* teachers. Enough is said in this article to start one to thinking about it.

"OVER AND OVER AND OVER."

Sometimes teachers say they have taught a certain thing over and over and over, and yet the pupils do not seem to understand it. Do not weary in well doing. At each repetition see that the proper thought accompanies it. Success will eventually follow.

REVIEW.

"Review is the secret of clear view." Always review. Have some question always in mind that will in some way call up something that has been learned. Watch your pupils carefully and learn about how long it takes them to forget a thing. Ask them for it just before they forget it; this will serve to fix it in the mind.

"LEARN TO LABOR AND TO WAIT."

Wait patiently. There is too much hurry in our schools. A question is asked and some one called on in a startling tone. If he stops to think, he is told to hurry. He is handed a book and told to read without an opportunity to even "look over" a sentence. The teacher should say and do the right thing to put the pupil in a condition to think and then wait for him to do the thinking. Growth is slow. Some seem to think that a bad boy ought to reform as soon as he promises to do so. It is not possible. "Learn to labor and to wait."

PRONOUNCING BEES.

Spelling Bees were once quite fashionable and are yet in some localities a part of Friday afternoon being spent in "spelling down." Some good comes from it, but it is an example of the survival of the fittest, since the best spellers spell the greatest number of words and get the most practice. Why not have Pronouncing Bees? A list of words frequently mispronounced might be placed on the black-board. The pupils might divide as they do in spelling matches, or they might *pronounce down*. As every one must pronounce words every day, this certainly would be an eminently practical exercise. Occasionally we do hear of one of these pronouncing bees. We hope they will become more common.

FREEDOM.

No one is free in the realm of nature until he understands nature's laws and obeys them. If he walks out at a second floor window, instead of going down stairs the old way, he will hit the ground hard. He is not free from the law of gravity. This plan of getting down stairs may be original, yet the result is the same and he is not free. There are those who insist on having *free-*

dom in teaching. They seem to think that this means that they must not do as any one else has done. They must have "a way of their own," even though the "way" violates the principles of mind-growth. The most discouraging thing in regard to such teachers is, they are not sensible of their misery. The laws of mind are as unchangeable as the laws of matter. The violation of one brings about as disastrous results as the violation of the other.

"RING, RANG, RUNG."

THE class was asked to use rang in a sentence. Hands came up almost instantly. One little girl was called on and she said very sweetly, "Has the bell rang?" "O my!" said the teacher. "Think, think; ring, rang, rung," he continued. The little girl felt the correction keenly and would have made another trial, but the teacher called on "the next," who said, "The bell rang." "Yes," said the teacher, "that sounds more like it."

Question: Was the first pupil benefited? Was she any less likely to repeat her mistake? The teacher called frequently for the different forms of ring, and they were always given as follows: "Ring, rang, rung." The teacher said to the visitor that the pupils knew those forms just as well as *any* body, but when called on to use them in sentences, they failed. He wondered why.

This is the first step of progress. *Why* do my pupils do thus? Teachers are too apt to think it is because they, the pupils, do not try.

We venture, in the above case, that the words when used carried no meaning with them as to time. It would have done them just as much good to say "Intra, mintra, cutra, corn," as to say "Ring, rang, rung." Put meaning into the words and associate the word with its meaning frequently enough to make the one always suggest the other. *Ring* should call up the idea *now*. *Rang*, yesterday, last week, time past. The idea that the first child had was that the ringing had ceased: this idea should have called up the proper form *has rung*. Saying "Ring, rang, rung" will never bring about the end desired.

FINDING WORDS.

FIFTY pupils of a Fourth Reader class were asked to find the word *persist* in their High School Dictionaries. One pupil reported in twenty seconds. Three or four in thirty seconds. It was five minutes before all reported.

They were told that they were too slow and they were urged to work more rapidly. Another word was placed on the board. They did work more rapidly. They spit upon their fingers and turned the leaves of their books rapidly. It really looked and sounded more like business; but the result was no better. They ranged from a half minute to five minutes in finding the word. A few, by mere accident, found the word almost instantly. This was evident from the fact that those who were quickest in finding the first word were not so in finding the second. It was noted that many pupils turned leaf after leaf first one way and then the other; that they looked through several columns before finding the word. Pupils might be slow and yet understand how to find words. Skill comes by practice, but we should know what to practice. Pupils do not know by instinct, how to find words in the dictionary. The teacher is apt to neglect teaching them how, because it seems so simple to him that he thinks every body ought to know it.

SUGGESTIONS.

Have the pupil think where in the alphabet the initial letter of the word is. Is it in the first half or last half? In what part of this half is it? Take for example the word *persist*. The initial letter is in the first part of the last half of the alphabet. Try to open the book at the first part of the last half. Suppose the pupil opened at *m*. He must now think that *p* comes after *m*, so he must turn to the right or toward the back part of the book. He must judge as to how many leaves to turn. He not only wishes *p* but *pe*. Since *e* is the fifth letter of the alphabet he knows that he must turn several leaves. It is a great waste of time to turn them one by one. Have him put his thumb on the page and lift up the upper corners of the leaves with his first and second fingers, instead of moistening the ends of his fingers with his tongue and flipping leaf after leaf.

Let us suppose now that he has reached page 221 of Webster's High School Dictionary. At the top of each page in this dictionary are two words; the first one is the same as the first word in the first column; the second is the same as the last word in the last column. The last one on this page is *pence*, and as *r* comes after *n*, he knows his word is not on that page. He turns to the next page and finds the second word at the top is *perchance*. Since *s* comes after *c* he knows the word is not on that page. He glances at the next page and in a similar way sees that it can not be on that page. He turns now to page 224. Here the first word is *perpendicularity* and the last one *petrel*. As *s* comes after *p* and before *t*, he knows his word is on that page. In which column? He looks at the first word in the second column and finds it to be *personification*. Since *o* comes after *i*, he knows the word must come before *personification*, and is therefore in the first column. He needs to look in this column only.

This is slow work at first, but when practiced persistently pupils become very skillful in finding words, and much valuable time is saved.

WHY FIND WORDS?

Generally for one of two things,—pronunciation or meaning. The pronunciation of monosyllables and accented syllables is easily determined, as in these the letters are marked; but in the unaccented syllables they are marked only when they are exceptions to a general principle given in the "front part" of the book. The teacher must decide for the younger pupils, but the older ones should be taught how to use this "front part." Turn to the word *adult*. Here the first syllable is composed of the letter *a* and is unaccented and is unmarked. Now turn to page IX of the "front part" of the book. Read Section 41. Reference is made to Note 1 under Section 40. Read the reference on the same page. Then re read Section 41, and we find that *a* has a brief sound of Italian *a*.

This paper is already too long, so we shall say nothing about getting the meaning of the word.

Political "ringsters" now read it plainly "on the wall."

DEPARTMENT OF PEDAGOGY.

[This Department is conducted by S. S. PARR, Principal De Pauw Normal School.]

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THE MEANS FOR TEACHING GEOGRAPHY.

IN considering how to teach geography to a country school, we have thus far considered what the subject is logically and chronologically, and sketched the purposes for which it is taught. Next in this series comes an inventory of the means the teacher can command. We have all heard of Mrs. Partington's attempt to mop back the ocean when it rose into her door yard, and how the ocean was excited and how Mrs. Partington got her "dander up" and mopped with might and main, but all in vain; her means were inadequate to her purpose! If our means of teaching geography are inadequate to our purpose, failure will result.

It sounds like a curious proposition to say that the most important means in the teacher's hands is the pupil's mind, and yet it is true.

The text-book is a means of gathering certain facts to be used as material by the pupil's mind.

Maps and charts are important means for getting ideas of form, outline, parts and their location, and the location of places.

Books of travel, scientific and other descriptions, gazetteers, cyclopedias and magazine articles are all means of auxiliary information.

The moulding-board is an efficient means of gaining a general idea of the vertical contour of a country. It is also an excellent test of the pupil's understanding of what he has learned. An attempt has been made to proclaim the moulding-board the *ac plus ultra*, or words to that effect, of the subject of geography. So far the attempt is a failure.

Map-drawing is an excellent means of fixing in memory a representation, on a small scale, of a country or other kind of geographical feature. But to mistake a remembered idea of a piece of paper splashed here and there with colors and lines resembling the tracks of flies that had tumbled into the ink-bottle, for

the idea of a real, living country is very much like mistaking a druggist's mortar for an apothecary shop!

The teacher's fund of information is a valuable means of supplementing and completing the work done by the pupil for himself and of testing the accuracy of the knowledge gathered and assimilated by the latter. A small bank soon stops payment when a run is made on it. If the teacher has a meager fund of geographical knowledge, his value in this regard will be small.

The pupil's experience and observation form very valuable means of teaching the subject. Indeed all the knowledge he gathers must be interpreted in terms of this. It is the teacher's business to see that this is done, else knowledge derived from sources outside of it will be in a measure valueless.

A good method is a valuable means. By method is meant the way or manner the various means are combined into a working order—the way the means are adapted to the end.

The foregoing are believed to be the chief means employed in teaching this important subject. All of them should be employed, none being given undue prominence, and none neglected. If rightly employed, they are ample for realizing the purpose.

S. S. P.

AN OLD STORY RETOLD.

SUPPOSE one remembered fully the following; what would he do?

“Him the Almighty Power
Hurled headlong flaming from the eternal sky,
With hideous ruin and combustion, down
To bottomless perdition, there to dwell
In adamant chains and penal fire,
Who durst defy the Omnipotent to arms.”

To the mind, as idea, this is the imagination's picture of the hurling of the rebel Lucifer from the battlements of Heaven down to Hell. It involves a series of ideas,—Lucifer, the Almighty Power, Heaven, Hell, and the condition of Lucifer in his punishment,—and their relations, as pictured and thought.

In thinking these ideas there is a consecutive set of mental acts independent of bodily action.

There is a series of acts performed by the brain and nerve-centers coördinate with the series of purely mental acts.

In reading the words, the muscles of the mouth and throat, under the direction of the will, execute a complicated series of bodily acts.

At the same time the eye executes a similar series.

Both these are accompanied by a series of sound-impressions on the ear.

Each series of bodily acts, whether of mouth, ear or eye, has its coördinate series of underlying and determining mental acts. The utterance of every oral word, the seeing of every printed word, and the hearing of every spoken word are shaped by the mind.

In addition to all the above, the stanza given might be written, in which case two other sets of acts, one mental, the other bodily, would be added to those already given. Altogether, then, we should have ten different series of mental and bodily acts concerned in the reproduction of the selection. Now a law of mind and body is that both tend to do again what they have done before. If nothing interfered, under this law, the mind would, if started on any one of the series of acts indicated above, run right through the series to the end, as readily as the clock runs through to the end of the weight or the spring. But the laws of association and habit interfere and switch mind and body off to whatever has been impressed on either more strongly. If, in recalling the series of ideas, the mind got as far as *hurled headlong flaming from* and the association were stronger with *Mt. Olympus* than with *ethereal sky*, it would be thrown off the track and be unable to complete the series. If, in recalling the words, the series of words on the page presented itself all right to "combustion" and then "gas," "coal" or something similar presented itself, the mind would again be thrown off the track and be unable to finish the series.

The ten series evidently so interact as to help one another. Each of them can be reproduced, when the mind has been so habituated to it as to not be switched off by foreign associations. The success in mastering the reproduction of ideas, oral words and written words, will depend on the amount of concentrated

energy brought to bear on the work. Perfect memory will result from securing such a state of mind and body as will enable either when started on these series of acts to run them through just as a ball runs through a ten-pin alley. Other things being equal, that will be remembered most readily which brings into action the greatest number of kinds of activity. Then to remember this or any other stanza best, the ideas should be mastered, the written words impressed on the eye by reading them over frequently, the oral words impressed on the ear by reading aloud and the muscles of the hand and the action of the eye brought into play by writing it.

S. S. P.

INTEREST—WHAT?

THE Irish drill-sergeant in the civil war, who was detailed to a western company and whose first order was "'Tintion, company, eyes front!" no doubt created a lively interest in his men. As in every other case the emotion (interest is emotional and corresponds to attention, which is intellectual) was composite. It was made up of several distinct elements. His recruits were full of curiosity. They desired to know what was coming next. They were on the *qui vive* to know what piece of rich brogue would fall from his tongue at the next turn. The feeling of amusement must have had considerable place. It is a pleasurable emotion, and the pleasurable emotions have large share in the complex feeling we denominate interest. Novelty or difference was also part of the complex. The man, his speech, his intonations, his movements of head, limbs and body were different from anything in the men's previous experience. This gave his doings that freshness that at once lays hold of any mind. Novelty is both intellectual and emotional. As an intellectual element it consists in the perception of something essentially different from what has been perceived before. The sight of ice would be a novelty to an inhabitant of Siam. Novelty, as an emotion, is the pleasure derived from the perceptions of what is new and different. Besides all these, but much deeper than any of them, were the love of truth and the feeling of beauty. At first thought the attempt to find these elements in this commonplace anecdote

may seem far-fetched, but it is not. The love of truth has as many forms as Briarus had hands (he was the hundred handed); the feeling of the beautiful is as varied as Argus' eyes. It is by no means certain that we have exhausted the elements which made up the interest in this case. There may have been a feeling of ridicule at what seemed to the men incongruous in actions and speech. Sympathy, respect, admiration, desire to learn the manual of arms, and other like ingredients may have entered into the compound.

The lesson from this is important. No interest, no attention. To create interest one must be able to appeal to a large number of motives, to press on any one or more of a number of springs, and to not wear any one out before leaving it for another.

A BILL OF EXCEPTIONS.

IN one article of the November Journal the writer says: "A teacher must be a person who KNOWS the lesson or truth to be taught." In another paragraph we are told that "These definitions and statements are so simple and obvious as to need no argument or proof." This applies to the definition already quoted. We confess an amount of stupidity sufficient NOT to see the obviousness of any such definition. It seems very like Socrates' definition of man as a featherless biped, at which some one derisively set before the great thinker a plucked fowl. If the proposition that a teacher is one who KNOWS the lesson or truth to be taught is true, then the converse must be true, viz., that every one who KNOWS what is to be taught is a teacher. This is just as absurd as the plucked chicken. The idea that academic knowledge is the only qualification of the teacher was thought to be laid in the grave for good, but it was an error of judgment so to think, for here comes a shining light who straightway digs up the mummy and breathes new life into it. It is somebody's duty to knock it on the head with a club, hence this trial at it. Academic knowledge is a *sine qua non*, but the old-schoolmaster idea that it is the only qualification of the teacher is dead, notwithstanding all attempts to galvanize its corpse into new life.

THE editor of this department has not been appointed censor of the Journal's articles and does not want the job. But the public health and convenience demand that there be Ben Butlers whose business it is to go about armed with a hatful of bricks to be shied at those who need them. In another article by another shining light we are told that "Induction is an analytic process, while deduction is synthetic. * * * To make any serious attempt to pursue the inductive method of teaching without a sufficient basis of facts, can result only in random guessing on the part of the pupil."

Professor Jevons says in his *Logic* that induction involves four steps: 1. Preliminary observation or gathering of facts; 2. the forming of hypotheses or tentative generalizations from these facts for the purpose of explaining them; 3. deductions from the hypotheses or tentative generalizations with a view to test their truth; 4. corroborative observation to further establish the truth of the hypotheses and of the deductions. This clear statement not only fixes the nature of induction as a process of arriving at general truths by a synthetic process, i. e., a building together of particular facts, under the laws of thought, but also the true relation of induction and deduction. Deduction has long been illustrated by this: "All men are mortal; John is a man; therefore John is a mortal." The process of thought in this is as follows: All men (a class of objects) are thought as a part of the larger class 'mortal.' According to Aristotle's dictum, whatever is true of a class is true of every member of the class. If John is a member of the class man, he must therefore possess the attributes which the including class 'mortal' possesses. Plainly, then, the whole procedure is one of separation. Those who care for authority are respectfully cited to Hamilton's *Logic*; Mill's *Logic*; and Porter's *Human Intellect*, articles *Induction* and *Deduction*.

One-story intellects, two-story intellects. three-story intellects, with sky-lights. All fact-collectors, who have no aim beyond their facts, are one-story men. Two-story men compare, reason, generalize, using the labor of the fact-collectors, as well as their own. Three story men idealize, imagine, predict; their best illumination comes from above, through the sky-light.—*Holmes*.

PRIMARY DEPARTMENT.

[This Department is conducted by HOWARD SANDISON, Professor of Methods in the State Normal School.]

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GEOGRAPHY IN THE SECOND YEAR OF SCHOOL.

THE aim of the first year's geography work has been indicated as *the making clear to the child those fundamental ideas, such as form, color, size, place, etc.,* that underlie the comprehension of any region of the earth, or of a map or picture, through which the region is to be studied.

The aim of the geography work of the second year of school, is *to awaken the pupil's interest in locality.* In the various regions of the earth as locality the child is but little interested. He must, however, become interested in them, as the work in geography is soon to pass into that stage when the child is to be engaged largely with the study of the earth's surface; that is, with locality, as locality. The second year's work is to prepare him for that time by attaching his interest to the various regions of the earth, so that when he comes to study the divisions and elements of the earth's surface they will have interesting associations for him.

The great point of the first year's work was to give the child *clear ideas of form, color, size, etc., and to show these ideas in geographical material;* but the great point of the second year's work is *to clothe with interesting associations the various typical regions of the earth.*

Three considerations are to claim attention when determining how this main aim is to be accomplished:—

The *first* of these is the fact that the mind by its associative power extends the pleasure or interest that it has in any given objects, to all those things with which the given objects stand in close relations.

The *second* is that the child is much interested in all phases of *life.* Plant life and its curious manifestations; animals, with their queer ways; and man, considered as to his home, habits, occupations, etc.,—these furnish varied and deeply interesting themes for the young minds. They constitute the true avenue by which to approach the study of the surface of the earth, which

in itself is not so inviting a field to the child, (although it has among its essential characteristics much that is picturesque, wonderful and attractive.) These phases of plant and animal life and of the life of man, are to be studied in that way that shall most strongly call into activity the associative principle above referred to, thereby clothing with pleasing associations the various regions of the earth, by having the characteristic features of any region, its name, its distance and direction from the pupil's own region, and its resemblances and differences in respect of his own surroundings, introduced incidentally in connection with lessons upon typical plants, animals, and upon the mode of life of various races and communities.

All the work of the first year, and all these ideas that are suggested for the second year's work are to be presented independently of any mapping or map. It is quite frequent to consider that the necessary first step in geography work is *making clear the idea of a map, by constructing a map of the school-room, school-yard, township, etc.* The question may well be raised—"Is this either necessary or advantageous?" Is it not mechanical and formal work introduced at a time when the mind of the child should be dealing with the attractive features of the subject itself?

The subject of geography has its essence or subject-matter, i. e., its ideas; and the instruments or means through which its ideas are to be reached. Among these instruments is the map. The other means are *language* (oral and written descriptions, tales of travels, etc.) and *pictures*. With the last two—language and pictures—the pupil is quite familiar; with the idea of the first he is not.

In so far as possible the child's thought, at first, should be concentrated upon the geographical features themselves, to the comparative exclusion of the means.

If the geographical ideas are presented, during the first two or three years, by means of language and pictures, this will be the result, for since the child is already quite well versed in the use of language and pictures, his attention may be almost entirely centered upon the ideas themselves. It is quite the reverse if the first work in the geographical line is upon the map. The

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The *first* of these is the fact that the mind by its associative power extends the pleasure or interest that it has in any given objects, to all those things with which the given objects stand in close relations.

The *second* is that the child is much interested in all phases of *life.* Plant life and its curious manifestations; animals, with their queer ways; and man, considered as to his home, habits, occupations, etc.,—these furnish varied and deeply interesting themes for the young minds. They constitute the true avenue by which to approach the study of the surface of the earth, which

in itself is not so inviting a field to the child, (although it has among its essential characteristics much that is picturesque, wonderful and attractive.) These phases of plant and animal life and of the life of man, are to be studied in that way that shall most strongly call into activity the associative principle above referred to, thereby clothing with pleasing associations the various regions of the earth, by having the characteristic features of any region, its name, its distance and direction from the pupil's own region, and its resemblances and differences in respect of his own surroundings, introduced incidentally in connection with lessons upon typical plants, animals, and upon the mode of life of various races and communities.

All the work of the first year, and all these ideas that are suggested for the second year's work are to be presented independently of any mapping or map. It is quite frequent to consider that the necessary first step in geography work is *making clear the idea of a map, by constructing a map of the school-room, school-yard, township, etc.* The question may well be raised—"Is this either necessary or advantageous?" Is it not mechanical and formal work introduced at a time when the mind of the child should be dealing with the attractive features of the subject itself?

The subject of geography has its essence or subject-matter, i. e., its ideas; and the instruments or means through which its ideas are to be reached. Among these instruments is the map. The other means are *language* (oral and written descriptions, tales of travels, etc.) and *pictures*. With the last two—language and pictures—the pupil is quite familiar; with the idea of the first he is not.

In so far as possible the child's thought, at first, should be concentrated upon the geographical features themselves, to the comparative exclusion of the means.

If the geographical ideas are presented, during the first two or three years, by means of language and pictures, this will be the result, for since the child is already quite well versed in the use of language and pictures, his attention may be almost entirely centered upon the ideas themselves. It is quite the reverse if the first work in the geographical line is upon the map. The

mind of the pupil becomes engrossed with the means to the exclusion of the geographical material. The map assumes an undue importance to him, and it becomes a difficult work to afterwards remove the impression that geography is a study of the location of cities, rivers, boundaries, etc., upon the map. Even in mature years it will be found, that to one whose early work was upon the map, the mention of the word *Austria*, will call up a colored piece of paper, so many inches long and wide, of such a form, etc.

The idea of a map should be taught when a good general conception of geographical features, their combinations, the life forms upon them, etc., have been given. All the work of the first three years can, it is believed, be best done without it. At about the close of the third year, a clear idea of the map and of the globe may be given, and from that time on these in conjunction with the text would constitute the main means; but the geography work of the first three years is to be presented mainly by means of language and pictures, supplemented by constant reference to the knowledge of his own region, which has come to the child through both spontaneous and directed observation. The ideas to be dealt with during the second year having been given, it now remains to show how these two instruments—pictures and language—may be employed.

(The following article touches upon several of the above mentioned points in a more specific way):

GEOGRAPHICAL AIDS—SECOND YEAR.

Having carefully followed the geographical threads of the first year, the second year pupil is ready to use those “threads” (of color, form, size, drawing, place, distance and direction) as his implements in turning the rich soil of the earth for the planting of the fruitful seed which shall spring up and yield him delight and comfort.

Describe to a child, who does not understand ideas and terms of form, a house formed of slender poles arranged in a cylindrical form, with a cone-shaped roof, the whole interlaced with reeds. The words do not convey a single thought; but to him who holds the “thread” the words are full of meaning and he is eager for pencil or clay to represent them.

One good way of studying animals, plants, and people in their relations to each other is to read some books describing regions in the different zones. Thus in studying the cold country there is presented a little girl, her clothing is spoken of, her food, the house she lives in, her mode of travel, her plays, etc. By the aid of oral-narration and pictures collected from any and every source the pupils can be made thoroughly acquainted with the little Esquimaux girl. They can mold her ice or stone house, the seal which furnishes her with food and clothing, the whale whose bones are used for the sled she rides upon. The skin of the bird which gives her the eggs for her breakfast, can be borrowed from some cabinet.

The *Seven Little Sisters* may be the book chosen for an aid in this work. It is a book full of stories told in pleasing, truthful language, but containing enough of the "new and wonderful" to satisfy the mind of the child. Just enough is related to make him wish for "more, please." More is written in the companion book *Each and All*, and old friends are greeted in each chapter. These books should be supplemented by others. Take the children to *Aunt Martha's Corner Cupboard* for a bit of honey or sugar or for a sniff the sweet spices within. Other books are: *Little Folks in Feathers and Fur*, *Johonnot's Natural History Readers*, *Little Lucy's Wonderful Globe*, *Little People of Asia*, *St. Nicholas*, and *Our Little Men and Women*.

Other aids are: Bits of coral, sea shells, sea weeds, deserted nests of birds, stalks of sugar-cane, a sheaf of wheat and oats, collections of leaves and flowers, a silk-worm cocoon, a tea-box from some tea store, a cocoanut shell, an alligator's tooth, and better than all a hearty determination on the part of the teacher. Some busy-work aids are: The drawing, molding, the cutting and folding of paper to represent some object studied. Short stories written about people, plants or animals. Grouping the animals of the warm, cold, desert or mountain country.

For a rest exercise the teacher may announce that she is thinking of some animal, that she will not name it, but that she will answer questions in regard to it. The pupils may then ask questions as to its color, form, size, habits, use, etc., until they are able to decide upon the name.

FANNIE S. BURT.

GENERAL LESSONS ON COMMON OBJECTS.

IN a previous article it was held that general lessons are not upon subjects distinct from the common branches; but that they were involved in the regular studies, and were, therefore, supplementary to them.

At this time it is the intention to speak of that kind of general lesson which has for its subject a *common object*.

The chief aim of these lessons is *to cultivate in the child the habit of accurate observation*. The importance of this habit, while admitted by almost all theoretically, is in many cases, practically not admitted. Accuracy in observation is the only sure basis for accuracy in the higher processes of thought. Of all the errors that arise in the affairs of life, the great majority arise from want of care and exactness in observing things that are quite noticeable.

An indirect aim of these lessons is a training to accuracy of expression both in language and drawing; for the tongue and the hand will both feel the influence of accuracy in thought. Everett says in his Science of Thought that *it is the nature of thought to express itself*. It is, consequently, the nature of accurate thought to express itself accurately. These lessons on common objects should excite a spirit of inquiry and experiment, and an intelligent interest in the production of the object, as well as a sympathy with the workers who produced it, or work with it. These lessons also form the true basis to the more systematic lessons on science; or if no systematic work is to be given on science, lessons on common objects constitute a very good substitute.

The mistakes of the inexperienced teacher in these lessons are, usually:

1. An attempt to do too much in one lesson.
2. Too much of an effort to secure certain formal expressions, as, "Glass is hard, brittle and transparent." The great aim of the lesson seems to be to lead the children to utter the sentence, and the effort is made in disregard of the thought expressed by Everett,—that 'thought tends to express itself.' If this is true, when the children are unable to give any desired expression, the attention should be turned more strongly to the thought. This

having been made clear, the expression, to a large degree, takes care of itself.

3. Too much attention to unimportant qualities, to the comparative neglect of essential qualities.

4. The selection of objects of which but few specimens can be obtained. It is desirable that each child should be supplied with a specimen, or that the object should be large enough to be seen by every member of the class, in order that *each pupil may examine and discriminate for himself*.

In a lesson on *coal* the apparatus would be, enough pieces of coal (partly wrapped in paper to allow of handling) to supply each member of the class.

The first step would be to lead the children to discover those qualities that may be obtained through *sight*. This would give points concerning its color and the various forms in which it is found. By direct inspection its color—*black*—could be obtained, and indirectly, (by comparison with slate and coke), that it is usually *shining*. By comparison with cube, cylinder, and other regular forms the thought could be awakened that coal is *irregular* in form. This would, in addition to the training and the ideas gained, add to the child's vocabulary the words *black*, *shining*, and *irregular*.

The next step would be to test the object by the sense of *touch* and the *muscular sense*. Through these would come to the mind ideas of its *smoothness*, *hardness* and *brittleness*. With these ideas in mind the pupils could be led to classify other objects in respect to these qualities.

As a *third step*, certain qualities could be obtained through *experiment*, or by having them recall their experience as to how it burns when first put upon the fire, and how it burns after a little time has elapsed. In this way the distinction between the ideas expressed by *inflammable* and *combustible*, would be made clear, and they could determine whether coal is both. An exercise could then be taken in classifying such things as paper, gas, oil, coke, wood, by these ideas.

An object-lesson on coal is the basis to a series of oral language-lessons on the manufacture of coke and gas; use of coal; formation of coal; a coal mine; the equipments of the miner; the mines of his own neighborhood; combustion, etc.

EDITORIAL.

When you send pay for your Journal please name the agent with whom you subscribed.

WITH this issue quite a number of subscriptions will expire. Let the renewals come in promptly, so that there shall be no break in the files.

RUSKIN says for a person starting out in life three things are essential to determine: 1. Where are you? 2. Where are you going? 3. What is the best thing to do under the circumstances?

O! DON'T, DON'T, DON'T.—When you wish to send money for the Journal and can't get a postal note or money order and have to send stamps, please send *two-cent* stamps. We can not use 5-ct. and 10-ct. stamps.

THE January Journal will be almost exclusively devoted to answering this question: "Should Religion be taught in the Public Schools? If so, How?" Not fewer than twelve different persons will contribute to the discussion. No reader can afford to miss this issue.

"A REMINDER."—Several hundred teachers subscribed for the Journal with the understanding that they would pay when they received money from the trustees—not later than January 1, 1887. This is not a '*dnn*' for the money is not yet due—it is simply a "reminder" to aid the memory of a few teachers who are perfectly honest but a little *forgetful*. Square up by the time agreed upon and begin the *New Year* with a clean sheet.

IT is scarcely necessary to urge a large attendance upon the State Association. It pays well any enterprising teacher to attend these gatherings. The information gained is but a small part of the consideration. It is worth a great deal to meet and know those engaged in the same work; it gives one a higher regard for his profession. These meetings also give an enthusiasm for work and an ambition to succeed that can come from no other source. Come one, come all.

MISS CARRIE WELTON, of Waterbury, Conn., has left her entire estate, amounting to perhaps \$200,000, to the "Society for the Prevention of Cruelty to Animals." She had been much interested in the working of the society for many years, and had contributed largely toward its support. Miss Welton was a lady of great intelligence and unusual culture. She lived for a purpose outside of *self*. Most people whose names are worth remembering, have made great sacrifices and have subordinated self and selfish interests to some great truth or cause.

HARVARD UNIVERSITY, on Nov. 8, celebrated its 250th anniversary. Perhaps never before in this country was there such a gathering of distinguished scholars as on this occasion—most of them, of course, Harvard's own sons. President Cleveland and most of the members of his cabinet were guests of the occasion. The chief oration was by James Russell Lowell, and a poem was read by Oliver Wendell Holmes. After dinner speeches were made by a goodly number, including Pres. Eliot and President Cleveland. In the evening the students marched in costume and had a good display of fire works.

There are at least thirty graduates of Harvard in this state. About half of these met in Indianapolis and celebrated the same occasion.

STATE SCHOOL SUPERINTENDENT'S REPORT.

J. W. Holcombe, Superintendent of Public Instruction, has received the proof sheets of his annual report, which will be issued soon. It will be a book of several hundred pages, and will make a very valuable volume for the use of teachers and educators in general. The school system of the state is very fully explained. The tuition revenue of the state is given as \$3,426,219.25; the special revenue, \$1,543,654.36, making the total resources of the schools \$4,969,873.36. A very complete and comprehensive historical review of education in Indiana, prepared by H. M. Skinner, B. C. Hobbs, and Mary Humphreys, is given, and the proceedings of the State Educational Association are published in full. The advantages of the state institutions of higher education are set forth at length, and considerable space is devoted to the special schools of the state.

VOLUME XXXI.

This issue closes Vol. XXXI of the INDIANA SCHOOL JOURNAL. For all these years it has been a prominent factor in the educational work of the state. It has helped to develop an educational sentiment that would demand better schools and be willing to pay for them. It has advocated longer terms and higher wages for teachers. It did its full share toward securing the State Normal School and County Superintendency. In short it has helped secure whatever advancement has been made in the cause of education, and it has opposed whatever opposed educational interests. It has tried to give to the teachers of Indiana as good professional reading as is furnished the teachers of any other state in the Union.

That it has been fairly successful in these efforts and is appreciated by those for whom it is intended, is evinced by the fact that its circulation has steadily increased, till to-day, with perhaps two exceptions,

it leads in point of circulation all the educational monthlies of the United States.

No other paper in the land can boast so large a percent of the teachers of its own state as regular subscribers.

This is highly complimentary to the teachers of Indiana, as it is indicative of enterprise, progress, and a healthy educational sentiment.

The JOURNAL wishes to return hearty thanks for the many kind words of commendation, and for the enthusiastic *substantial* support that comes from every quarter. It will strive to continue to deserve this cordial support.

TO THE READERS OF THE NORMAL TEACHER.

THE NORMAL TEACHER has been consolidated with THE INDIANA SCHOOL JOURNAL, and the unexpired subscriptions to the former will be completed by sending this journal to all entitled to the same. We are glad to be able to announce so favorable a consummation. The old subscribers of THE NORMAL TEACHER will thus be furnished with one of the best school monthlies in the West, and a higher priced periodical than the TEACHER was. Furthermore, we had long been urged by the patrons of the TEACHER to print it in pamphlet form, as THE SCHOOL JOURNAL is printed, and on that account also we are sure that our old readers will be pleased with the consolidation.

It should be explained that this consolidation was not effected until some 30 pages of THE JOURNAL had been run off the press, and hence THE TEACHER subscribers will this month receive so many pages less than the usual number. But hereafter the full complement will be found in each monthly number.

THE INDIANA SCHOOL JOURNAL in this consolidated form will not be changed in the management, nor in its excellent and most acceptable make-up. Thus greatly increased in its number of readers and in its circulation, one good, strong school journal in Indiana, liberally sustained, can be of more service to the cause of education than many not so fully equipped. In taking their leave of the old readers of THE TEACHER, the old management most heartily commend THE SCHOOL JOURNAL to their favor and support, as among the very best of its class.

THE NORMAL TEACHER CO.

THE NEW FEATURE IN EXAMINATIONS.

The State Board of Education more than six months ago made an order that "After the first day of January, 1887, every applicant for a teacher's license shall present to the county superintendent at the time of examination, a review or composition on one of the following books: Tale of Two Cities, David Copperfield, Ivanhoe, Heart of

Midlothian, Henry Esmond, The Spy, The Pilot, The Scarlet Letter, The Sketch Book, Knickerbocker's New York, The Happy Boy (by Bjornstjerne Bjornesen), Poems of Longfellow, Poems of Bryant, Poems of Whittier, Poems of Lowell. Said composition shall contain not less than 600 nor more than 1000 words; shall be in the applicant's own hand-writing, and shall be accompanied with a declaration that it is the applicant's original work. The county superintendent shall consider the merits of such composition in determining the applicant's fitness to teach."

The above action of the board was for the purpose of encouraging teachers to read general literature. The books named are standards from the masters in the realm of letters. It will be noticed that a teacher can select any one of the books at an examination and another is not required till the next examination. This certainly can work no hardship, as the books can be had in cheap form and can be procured as needed. An advertisement on another page will give light on this point.

THE STATE SUPERINTENDENCY.

Since our last issue the election has taken place and the result is known to all. The Republicans elected their state ticket, and Harvey M. La Follette is State Superintendent-elect.

Mr. Holcombe's term of office does not expire till March 15, 1887, so he will make another Report and will have the care of another Legislature. By the way, Mr. Holcombe is not feeling so much troubled as he was, over the fact that the "conservative" element of his party defeated his nomination on the "third term" plea.

The election returns show that the head of the Republican ticket (and this shows fairly the relative strength of the parties) had a plurality of 3,319. Mr. La Follette's plurality was 9,047. This great difference can not be accounted for on account of the difference between the two leading candidates. The Journal has heretofore given its estimate of each of them. They are both leading county superintendents and good men, and considering only education and ability, there is no perceptible reason why each should not have carried the average strength of his party.

Mr. La Follette is an indefatigable worker. He traveled hundreds of miles and wrote hundreds of letters in various languages. A member of the State Central Committee said that he made the most efficient canvas of any man on the ticket. The fact that he can readily speak and write German, French and Italian gave him not less than 2,000 of his majority over his associates. The most of the remainder can only be accounted for from the fact that Mr. Sweeny is a member of the Roman Catholic Church. Mr. Sweeney since he has been Co. Supt.

has faithfully executed the law, even in the face of strong pressure to induce him to favor his own church schools. He believes in the public school system and certainly would have faithfully discharged his duty had he been elected State Superintendent. Whether right or wrong the fact remains that there is a strong feeling against the Catholic Church because of its supposed antagonism to the public schools, and this feeling will explain a large part of Mr. La Follette's vote above the general average.

The Journal is neither partizan nor sectarian, and so gives facts and leaves others to do the commenting. It extends its sympathy to Mr. Sweeney and wishes him the highest success in his future work.

Mr. La Follette will make an efficient and worthy Superintendent, and as such will have the hearty support of the Journal.

VENTILATE, VENTILATE, VENTILATE.

READER, what pains are you taking to keep the air in your school-room pure? Are you giving the matter any special attention? Are you aware of the fact that the health of a child, next to its moral character, is of most importance, and that you for the time being are the guardian of its health? Are you aware that thousands of innocent children in Indiana are each winter, having their constitutions undermined by being shut up in over-crowded, over-heated, illy-ventilated school-houses by careless or indifferent teachers? Are you aware that the air in a well filled, unventilated room, very soon becomes absolutely poison and unfit to breathe? Are you aware of the fact that if you through your own willful ignorance or indifference subject these children to influences that undermine their health and shorten their lives you are *morally* guilty of "murder"?

In the light of these fearful facts will you not see to it that your school-rooms are ventilated? Raise the windows, lower the windows, break out the glass—anything to secure plenty of God's fresh air. Always raise the windows and "flush" the room at recess, and if necessary between recesses. To avoid taking cold at such times have the children stand and go through some light calisthenic exercise. It will only take a minute or two, and it will be *time saved*. VENTILATE.

THE LECTURE COURSE AND POPULAR EDUCATION.

The Lecture Course and Lyceum has had an important place in the education of the people. Forty years ago Emerson made it his pulpit; Theodore Parker, Wendell Phillips, Henry Ward Beecher, William Lloyd Garrison made it a powerful influence. Most of the great questions which have now passed into history were mooted and discussed

here. Of late years it has fallen into disuse. Most of the great voices have gone silent. The questions are now discussed by press and pulpit. The demand has changed, too, for entertainment rather than instruction or inspiration.

And yet, is it not a pity to let fall such a mighty lever? And can it not take its old place? Can it not be rescued from the function of merely entertaining, and while not neglecting this, add to it the higher one of instruction and inspiration?

Every city, town and village has a large number who might be reached by this means. Washington Gladden claims that Christianity has a duty in the direction of popular amusements. Mr. Sleazy, the circus rider in *Hard Times*, says to Mr. Gradgrind, "The people must be amused; make the best of us." What shall we do for and with the large number of young men and women in our midst? In cities, life and thought are active in church philanthropy and other fields. In towns and villages life is often dormant for lack of that which quickens and calls forth thought. And yet there are many bright minds which could be interested and helped. What can be done for them? The revival of the Lecture Course, placing it abreast of modern thought, might aid in settling the question: How shall we interest our young people and keep them from the amusements that degrade and the stagnation that is death?

A few instances may help to suggest what might be done. The Cleveland Educational Bureau, for three seasons, has gathered 4,000 persons each Saturday night to listen to a three-hour entertainment. This consists of music, a half-hour prelude on scientific thought, then a lecture by some one able to present a theme properly. Ten of these entertainments are furnished for \$1.25. In Richmond is a dollar lecture course. In Elkhart is a very successful lecture course at low figures. In Denver the Glen Arm Reading Club, under direction of Rev. Myron W. Reed, spends Tuesday evenings of each week in the winter in the study of some historical or literary subject. Thus: "Our Teutonic Ancestors," "Age of Pericles," "France in the New World," etc. In Indianapolis a Young People's Historical Course, organized in connection with Plymouth Institute, draws together a thousand children weekly to listen to talks on American history presented by home talent. In the same Institute a Dollar Lecture Course—six lectures for one dollar—will be presented this winter—Justin McCarthy, Kate Field, Will Carleton, and others.

As indicating what might be done in smaller towns the following is suggested: A series of eight evenings might be offered for one dollar. This could be weekly or on alternate weeks; a regular evening like Monday or Tuesday should be chosen. Of these eight evenings at least four should be entertainments presented by home people. One of the evenings could be a concert; another an evening with Dickens,

with a paper or two, a few readings, music interspersed: a third, "Recent Discovery in Africa": a fourth, "The Crusades" or "Eminent Women"; or arrange a debate. In addition, four lecturers could be brought in at a cost of \$150. At every evening music should be used, and it would add greatly to the pleasure if a sheet of old songs should be printed and distributed and all be asked to sing, under the direction of some good leader. The entire cost of this need not be over \$200 to \$250. A church could easily be secured at small cost. Experience will suggest changes. The peculiarities of each locality will make necessary other changes. But with patience, enthusiasm and versatility, the winter evenings can be filled at small cost with lectures and entertainments which shall redeem life from monotony and open the way for larger things. McC.

READING CIRCLE DEPARTMENT.

D. OUTLINES FOR DECEMBER.

HAILMAN'S LECTURES ON EDUCATION—LECTURE III.

The three great Grecian Schoolmasters are the subject of this lecture: Socrates—Plato—Aristotle. They were no ordinary schoolmasters, but born leaders of human thought, who traced the boundaries of ideas for all time to come.

Socrates originated and employed the Socratic method of teaching. This is, properly speaking, a method of refuting error and advocating truth by developing any given idea or set of ideas. Compayre says of the Socratic *irony*: "He [Socrates] raised a question as one who simply desired to be instructed. If there was the statement of an error in the reply of the respondent, Socrates made no objection to it, but pretended to espouse the ideas and sentiments of his interlocutor. Then by questions which were adroit and sometimes insidious, he forced him to develop his opinions, and to display, so to speak, the whole extent of his folly, and the next instant slyly brought him face to face with the consequences which were so absurd and contradictory that he ended in losing confidence, in becoming involved in his conclusions, and finally in making confession of his errors."

But the Socratic irony is as nothing alongside another contribution made by Socrates to education and thought. He was the first to teach that the method of thinking and of teaching should be a consciously ordered procedure. This made some very important things possible, viz., philosophy, psychology, and method in education. It is only when teaching turns back on itself and asks, What? How? and Why? that method as a conscious means becomes possible. This Socrates

did. He taught the freedom of the individual, that morals could be taught, that virtue (manliness) is the highest good, etc. But these dwindle into nothingness, as forces in thought, compared with the idea of making teaching conscious of its own procedure, and thus capable of infinite systematic progress in accordance with a purpose.

Plato has a place in the history of education because he elaborated in one line the happy thought of his great teacher, Socrates. The latter had pointed out the possibility that education could follow a conscious plan and purpose. Plato applied this idea and developed the first complete system of education in Greek thought. This system of education is part of his ideal commonwealth, portrayed in the *Republic*. In the *Republic*, statesmen, soldiers and workmen (artificers) are not to be left to chance, but to be trained for their respective callings. It is a notorious fact that every great reformer projects a system of education to carry out his reform. So Plato had, of necessity, to project a system of education to secure his ideal statesmen, soldiers mechanics. Thus his educational reforms are necessarily secondary and subordinate. But the elaboration of a more or less complete system is the central fact in the relation of Plato to education. It should be remarked in passing that Plato is the first to propose systematic state education.

Every great thinker is characterized by some all-powerful central idea. Aristotle is perhaps the greatest philosophic genius the world has ever seen. In him the mighty central idea is that of thinking things under the form of totality, i. e., not only thinking them in their individual completeness, but also thinking them in the entire circle of their relations. Aristotle's contribution to education consists in the application of his central idea to that of education. He was first to consciously distinguish between formal education, that is, that given with the conscious purpose of education and that derived incidentally from those forms of activity not essentially educative.

Those who study Lecture III will do well to bear in mind these three central ideas. They will go far in helping to interpret the valuable facts Prof. Hailman gives.

S. S. PARR.

MENTAL SCIENCE—WATTS ON THE MIND.

SUBJECT: "Of Books and Teachers." Chaps. V, VI, VII, pp. 61-79

"If we think of it, all that a University or Highest School can do for us is still—what the first school began doing—teach us to read."
—*Carlyle*.

I. GENERAL STATEMENT.—Preparatory to this third month's work there should be a careful review of the salient points in Chapter IV of the November reading, especially the following: (1) Get, first, an idea of the book (or chapter, or section) as a whole. (2) Read without bias or prejudice,—be open to new truth. (3) Frequently consult dictionaries, word-books, cyclopedias, and other references.

(4) Study subjects rather than authors. And note especially (5) the significance and importance of an index. The matter upon this should be re-read in connection with what the author has to suggest in the present lesson (p. 62) concerning title page, tables of contents, introduction, etc. It was a Spanish saying that "an author, himself, should make an index (or table of contents) of his book, whereas the book itself might be written by any one else." And 'tis Horace⁷ Binney who re-enforces this thought, in the words, "I have come to regard a book as curtailed of half its value, if it has not a full index (a reference analysis of its contents)."

II. POINTS TO BE STUDIED.—I. Touching the reading of books entire, or in parts.

(a) "In reading pass over (omit) such parts as are already known."
—*J. A. Spencer*.

(b) "A book may have but one thing in it worth knowing; shall one read it all through?"—*Johnson*.

(c) "He who reads with discernment and choice will acquire less learning, but more knowledge."—*Bolingbroke*.

(d) "Few signs are more promising than an inclination to read the same book again and again."—*Spencer*.

2. Touching criticism of books.

(a) "It is a much shallower and more ignoble occupation to detect faults than to discover beauties. * * * * * To discover rightly whether what we call a fault, *is* in very deed a fault, we must previously have settled two points: (1) we must make plain what the author's aim really and truly was; (2) we must decide how far this aim accords—not with us and our individual crotchets—but with human nature, and the nature of things at large."—*Carlyle*.

(b) "Before censuring a book for seeming what it is not, we should be sure we know what it is."—*Colton*.

(c) "Cases may occur where a little patience and some attempt at thought (in reading) would not be altogether superfluous."—*Carlyle*.

3. Importance of collateral readings.

III. ITEMS OF PROFESSIONAL INTEREST.—I. Affected judgments of new books. 2. Qualifications of the Instructor. (a) Skill in the communication of knowledge. (b) Patience in the art of teaching. (c) Industry. (d) Adaptation of methods (means) to the nature (capacity) of the learner. (e) The "authority" of one's instruction.

IV. GEMS WORTH REMEMBERING.—I. "Every poor low genius may cavil at what the richest and noblest hath performed."

2. "Life is too short and time too precious, to read every new book, in order to find that it is not worth the reading."

3. "Truth is not always attended and supported by the wisest and safest method: while error may be artfully covered and defended."

4. "Be not too rigidly censorious;
A string may jar in the best master's hand,
And the most skillful archer miss his aim."

—*Roscommon's Horace.*

5. "Envy is a cursed plant; it condemns by wholesale."

V. SUGGESTIVE REFERENCES.—For the use of those members who may care to further pursue the subject of the right use of books the following are suggested:

Libraries and Readers—W. E. Foster. F. Leypoldt, New York. publisher. 50 cts.

On the Right Use of Books—W. P. Atkinson. Boston. 25 cts.

Libraries and Schools—S. S. Green. F. Lypoldt, N. Y. 50 cts.

R. G. BOONE.

HISTORY.

Green's Shorter History of the English People.

I. *General Review.*—(a) We have taken a hasty view of the English People under their various kings, beginning with Egbert of the *Cerdic* line and reaching down to the death of Henry II, who was the first of the *Plantagenet* line of kings: we have seen these people meet amid the carnage of battle, the struggle of tyrants and the *growth* of *principle* until a race has been developed who knows how—

"To take
Occasion by the hand, and make
The bounds of freedom *wider* yet."

We have seen this great people develop from the ruins and debris of the Roman, Anglo-Saxon, Danish, and Norman *Conquests*. (b) It was the repeated revolts of these indomitable English rather than the battle of Hastings that made William of Normandy a conqueror. (c) Among the innovations which the Conqueror introduced were,—the *Feudal System*, the *Forest Laws*, the *Curfew*, *Peter's Pence*, *Doomsday Book*, and the *French Language*.* (d) After the conquest of England William still held Normandy, and hence remained a vassal of the French king. This fact *began* a complication of English and French interests which became a fruitful source of strife, that culminated in bloody wars, which stretched along the wake of nearly five centuries. (e) *Questions.*—1. Give the principal *results* of the reign of Alfred the Great. 2. On what did William the Conqueror base his *right* to the English throne? 3. Name the *Primates* of England as far as the reign of King John; state some important step that each one took. 4. What were the leading traits in the characters of Dunstan and Becket? 5. Why was Henry II called a Plantagenet? Who was his mother? What territory did he obtain by his marriage? 6. State the *cause* of the Crusades and name *three* important *results*.

*NOTES.—1. When the Northern barbarians became masters of Rome they rewarded their chief with large possessions from their con-

quered territories on condition that these chiefs would assist them in times of war. These chiefs allowed their subordinates to hold a part of these grants on the same condition of military service, and these subordinates again to others on similar conditions: thus originated a succession of classes held together by homage and service on the part of the subordinates, and protection on the part of the chiefs; thus originated that system of lords and vassals and serfs, the last of which were held in no higher estimate than beasts, and could be transferred along with the soil they tilled. Lands thus granted were called *Feudes*, and hence, *Feudalism*. It reached its height in continental Europe in the tenth century and was introduced into England by the Norman Conquest. "The evil effects of this system were inevitable: These great lords held both civil and criminal jurisdiction over their *feudes* or *fiefs*, and often exercised it without regard to justice; secure in their castles they could defy their sovereigns, and were hence independent of control."

2. During these centuries of the so-called Dark Ages ignorance and superstition were supreme; in the midst of this mental and moral night some French nobles pledged themselves to defend the weak and the oppressed; the *Church* favored their proposition; and thus originated that institution called *Chivalry*, which formed the leading feature in the civilization of the Middle Ages. This custom was introduced into England along with other continental customs.

II. *Advanced Work—Pages 143 to 235.*

POINTS OF SPECIAL INTEREST.—(A) King John and Magna Charta. (B) The *diplomacy* of the Royal Houses of England, Scotland, and France. (C) The strong English character of Edward I. (D) The invasion of Scotland and the battle of Bannockburn. (E) Edward I. and the *Barons*. (F) The *right* of the King to tax the people without their consent forever withdrawn. (G) Origin of the term Prince of Wales. (H) Oxford and the revival of learning. (I) Roger Bacon and Science. (J) The British Parliament: reason for the two Houses. (Notice carefully the *origin* and development of the literature of those times.)

NOTE.—It will be impossible to anything more than simply develop our taste for History in the time allotted to it in the course; really this is all that is necessary at present, since a cultivated taste is the key to future endeavor. I have but little faith in any kind of mnemonics as a plan of study, but I will suggest a little plan of this kind which does not even have the merit of being original, but which has been really very helpful to me in fixing the names and time relations of the mythical line of English Kings in my memory. This of itself would be comparatively valueless, but it has been a nucleus around which I have collected other facts which are valuable. It is as follows: (1) Re-

member that *Egbert* heads the Royal line. (2) Remember the meaningless word Ethel-wolf-bald-best-red. (3) Remember always King Alfred. (4) Also the meaningless word Edward-mund-red-wy-garward-mund. (5) Remember Athelstan's reign occurred between the first and second Edward, and that Ethelred II reigned between the last and next to the last Edward. (6) Then come the Danes, Knut, Harold, and Hardi-Canut; then the restored Saxons, Edward the Conqueror and Harold the Second; then,—

“First William the Norman,
Then William his Son,
Henry, Stephen and Henry,
Then Richard and John;
Next Henry the Third,
Edwards one, two and three,
And, again after Richard
Three Henrys we see;
Two Edwards, then Richard,
If rightly I guess,
Two Henrys, sixth Edward.
Queens Mary and Bess.
Then Jamie the Scotchman,
And Charles whom they slew;
Yet received after Cromwell
Another Charles too;
And next James the Second
Ascended the throne;
Then William and Mary together come on,
When Ann, Georges *four*
And William were passed,
God gave us Victoria;
May she long be the last!”

SUGGESTION.—Read Shakespeare's King John; Mrs. Hemans' familiar poem on the death of the son of King Henry I, who was sunk in the White Ship, entitled, “He never smiled again”; also Mrs. Hartwick Thorpe's poem on the Curfew. MATTIE CURL DENNIS.

BACK COURSES.

Besides about three thousand sets of books already sold for 1886-7, it is evident there are many readers who, having failed from various reasons to complete the studies of previous years, are doing that reading this year. This is perfectly legitimate. Those who have the books for 1885-6 (or for 1884-5) can do the reading for those years, following the outlines and distribution of work for those years, and have an opportunity to take examination upon all, or any part of it, June 1887. Indeed when that work has been partly done, it is probably better that it be finished rather than new work (for 1886-7) be taken. There is so much work prescribed; when it has been completed in whole or in part, credit will be given for so much as is done.

Even the order of so much as is prescribed is not insisted upon,—all that is asked being simply that the work be honestly done.

Any questions concerning these back courses will be cheerfully answered by Hon. John W. Holcombe, Indianapolis, or R. G. Boone, Bloomington, Ind.

LOCAL CIRCLES.

It has been many times suggested that readers who can do so, might profitably organize themselves into local circles of two, three or more and be mutually helped by the interchange of opinions upon the readings. There is undoubtedly great gain in this. Each reads somewhat different meanings into the words, members have had varying experiences touching the same questions; individual tastes color the conclusions and general understanding. So in discussion, each comes into possession of the diverse views of all the others. In order too, that these conferences be profitable, they need not be always learned or profound. Let but each express his simple, earnest conviction, and every like-minded hearer must be benefited; only he who is indifferent carries nothing away. The greater profit is not to him who knows most, or reads most, but to him who thinks best upon the little or much he knows and reads.

But such local clubs are by no means necessary to the profitable pursuit of this or any course of reading. He who reads alone thoughtfully and intelligently, reads to his advantage. While the Reading Circle Board has constantly urged the formation of local circles, and the holding of frequent discussions, it has all the while been held that these after all are only aids, means, to the highest good.

The main thing is—earnest, careful, persistent, individual reading. With the most helpful surroundings, and the most intelligent associations, and the wisest leadership, in reading clubs the measure of one's good, is the measure of one's individual effort. As no one can learn for another his daily lessons, and no one for another learn self-control, and no one grow strong by another's eating, so no one can get more than nominal returns by the most intimate acquaintance with another's reading and thinking. The one thing important above every other in this Reading Circle interest, is that each shall thoughtfully read the course for himself. If this may be supplemented by the aids named, or others, so much the better; but it must not be forgotten that these are only aids.

POSEY COUNTY.—We have an interesting Circle of twenty-five in Posey county. This is the first effort to organize, and some obstacles were met, but have been happily surmounted, and we hope to double the number before the year closes. Two hours of our township institute are devoted to the discussion of the reading. Prof. Stultz directs

the discussion in Hailman's "Lectures"; Prof. O. L. Sewell that in Green's History; and the County Manager that in Watt's "Improvement of the Mind." Quite an interest is manifested, and we are assured that the work is of eminent value and profit. Arrangements for intermediate meetings between the institutes have been made.

EDWIN S. MONROE, *Co. Manager.*

It is said that at least 75,000 teachers in the United States are reading methodically and professionally.

QUESTIONS AND ANSWERS.

QUESTIONS PREPARED BY STATE BOARD FOR OCT.

[These questions are based on the Reading Circle work of last season.]

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The hand-writing of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and 1 will be deducted for each word incorrectly written.

SCIENCE OF TEACHING.—1. How many objects are necessary to an act of judgment? In what does the judging act consist?

2. Which do you regard the more important, and why, silent reading or oral reading?

3. What is the main use which one makes of a knowledge of diacritical marks? When should they be taught?

4. In what ways may the school give effective moral training and instruction?

5. Is it the function of the school to train the religious nature? Give reasons.

6. Explain the difference between a sensation and an emotion. Give an example of each. Which is the more educative when employed as an incentive?

READING.—1. Ought pupils to be encouraged to memorize choice extracts of prose and poetry? Give reasons for your answer.

2. Name three prominent difficulties that must be overcome in teaching pupils in the First Reader.

3. What periodicals would you recommend a child of the Third Reader grade to read?

4. What kind of literature do you consider improper to be placed in the hands of your pupils?

5. Name five American poets and an important production of each.
6. Read a selection of prose and one of poetry. 50.

HISTORY.—1. For what was each of the following persons noted: DeSoto? LaSalle? Wolfe? Robert Morris? Stephen A. Douglas?

2. Mention the principal events in the history of Indiana, and name some persons noted in Indiana history.

3. How did the U. S. acquire the territory where each of the following cities stands: Indianapolis? St. Louis? Galveston? San Francisco? Key West?

4. Give an account of Burgoyne's surrender. State the results of this surrender.

5. Give the manner of electing a President of the U. S.

PHYSIOLOGY.—Describe the organs and processes of digestion. In so doing name all the fluids which aid in digestion, the special part in the work of digestion performed by each, and the organ in which each change takes place.

GEOGRAPHY.—1. Describe, briefly, the soil and products of Cuba.

2. What is the character of the Isthmus of Panama, and what are some of the chief difficulties in the way of the Panama Canal?

3. Name some regions in which volcanoes abound.

4. Discuss possible causes of the late earthquake at Charleston.

5. Locate Montevideo, Florence, Bergen, Edinburgh, Cologne, Seattle.

6. Describe Dakota and its products.

7. Name, in order, the chief towns which one would pass on a steamboat journey from St. Paul to New Orleans.

8. Where are Alsace and Lorraine? To what country do they now belong?

9. Bound your county. What is its county seat, and what its largest town?

10. How, and why does the climate of Arizona differ from that of Louisiana?

GRAMMAR.—1. What parts of speech are used as connectives in forming complex sentences?

2. *a.* He saw the place where they live. *b.* He lives where the flowers bloom the year round. What are the uses of *where* in the above sentences?

3. Analyze: He hopes to merit heaven by making earth a hell.

4. Parse *heaven* and *making* in the above sentence.

5. Write sentences illustrating all the case forms of *whosoever*.

6. Give the tense of the verbs in the following sentences and the time expressed by each:

a. The ship sails on next Wednesday.

b. I am sitting in the room,

c. A triangle has three sides.

d. Washington crosses the Delaware and surprises the enemy.

e. He goes to the postoffice daily.

7. Write sentences in which the word *that* introduces (a) a noun clause; (b) an adjective clause; (c) an adverbial clause.

8. Give a synopsis of the verb *fly* in the active voice, second person, plural number, through all the modes and tenses.

9. Write four adjectives that can not be compared. Why do they not admit comparison?

10. Write sentences to exemplify all the noun uses of infinitives.

ARITHMETIC.—1. $\frac{3}{7}$ of $\frac{4}{11}$ is $\frac{1}{3}$ of $\frac{5}{8}$ of what number? 5, 5.

2. Reduce $\frac{3}{4}$ of $\frac{2}{5}$ to a decimal and explain your work. 5, 5.

3. At what rate must I buy a 6% security to net me 8 per cent. income? 5, 5.

4. A, B, C and D entered into partnership; A put in \$5,000 for 12 mos.; B, \$6,000 for 10 mos.; C, \$7,500 for 8 mos.; and D, \$12,000 for 5 mos.; their net profits were \$12,000; what was the share of each? 5, 5.

5. Can you tell by inspection whether or no a given common fraction can be reduced to a perfect decimal? How? 5, 5.

6. How many bullets $\frac{1}{4}$ -in in diameter can be cast from a leaden ball 3-in in diameter, allowing for no waste? 5, 5.

7. A vessel has 2 faucets 2-in. and 5-in. in diameter, the 2-in. faucet will empty it in 3 hours; in how many hours will the 5-in. faucet empty it? in how many will both? 5, 5.

8. If 3 oranges and 4 lemons cost 27 cents, and 6 oranges and 2 lemons cost 36 cents, what does each orange and each lemon cost? 5, 5.

9. Exchange at New York on Paris is 5.25 fr. to the \$1; exchange at Paris on London is 25 fr. to the £; how much London exchange can be bought through Paris for \$10,000? 5, 5.

10. Solve $\sqrt{21\frac{4}{5}}$. 5, 5.

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF TEACHING.—1. Two. It compares one object directly with another.

2. Silent reading. Because it is by silent reading that we get the thought.

3. To determine the pronunciation. When the pupils begin to use the dictionary.

4. By having the pupils be prompt and thorough in their work.

5. Yes.

6. A sensation is the result of an impression made on the nervous system. A tree is placed before the eye: it is imaged on the retina of the eye. The mind takes note of it. This *may* produce no feeling. When it produces feelings of beauty or sublimity, etc., it becomes an emotion—a rational emotion.

The emotions are the most educative when used as an incentive.

READING.—1. There are many advantages to be derived from encouraging pupils to memorize choice extracts of prose and poetry. (a) It is a pleasant way of strengthening the memory at a period of life when this faculty can be best developed. (b) Many times pupils will catch thoughts or sentiments that are watchwords to them for life or that prove to be their salvation in hours of temptation. (c) Facility in the expression of thought, owing to an increased vocabulary of words and figures, is a third valuable outgrowth of this practice. (d) The pleasure derived in after years from intimate acquaintance with noble or beautiful thoughts appropriately clothed in noble or beautiful language will fully repay for all effort thus expended, were there no other gain from the practice. By all means encourage the habit of memorizing good selections.

[NOTE.—The annual tablets of choice selections from standard authors, one for each day in the year, now published in cheap form, are suggested to those who have not yet tried them.]

2. The first difficulty to be overcome in teaching pupils in the First Reader (or Primer) seems to be to make the proper association between the idea, the oral word and the printed word. The next difficulty seems to be to get him acquainted so well with the written form that he will recognize and pronounce it instantly at sight. The next difficulty seems to be to have him forget the printed word in the thought or sentiment which its association suggests. This is the point at which most teachers fail. Who will write an article telling how best to overcome this difficulty?

3. A child of the Third Reader grade can find interesting and profitable reading in the following periodicals: *The Picture Gallery*, Chicago, Ill., 75c per year; *Little Men and Women*, D. Lothrop & Co., Boston, Mass.; *Home and School Visitor*, Greenfield, Ind., 75c per year.

4. Literature filled with exciting, untrue and misleading stories is just now the most vicious printed. It attracts the curiosity of the child, heats his imagination with false suggestions, and so vitiates his taste that it is difficult afterward to eradicate the evil appetite formed. It is far easier to plant good tastes than to eradicate evil ones.

5. Five American poets, with an important production of each, are: Wm. Cullen Bryant, "Thanatopsis," and the translation of Homer's *Iliad*; Henry W. Longfellow, "Evangeline," and a translation of Dante's *Divine Comedy*; Edgar A. Poe, "The Raven," "The Bells," etc.; John G. Whittier, "Snow Bound," "The Tent on the Beach," etc.; James Russell Lowell, "The Vision of Sir Launfal"; J. G. Holland, "Bitter-Sweet," "Kathrina"; Oliver Wendell Holmes, "The Deacon's Masterpiece," "Homesick in Heaven," (both short).

ARITHMETIC.—1. $\frac{3}{4}$ of $\frac{4}{11} = \frac{1}{11}$; $\frac{1}{3}$ of $\frac{5}{8} = \frac{5}{24}$; $\frac{1}{7}$ of $\frac{5}{7} = \frac{5}{49}$ of what No.? $\frac{1}{24}$ of the No. $= \frac{1}{6}$ of $\frac{1}{7}$ or $\frac{1}{42}$; $\frac{24}{1}$, or the No. $= 24 \times \frac{1}{42}$, or $\frac{2}{7}$, Ans.

2. $\frac{3}{4}$ of $\frac{2}{5} = \frac{3}{10}$ or .3. Omit the denominator, and place the numerator in the proper decimal order.

3. $\frac{1}{8}$ of 6% = $\frac{3}{4}$ %, 1% of investment; 100% = $100 \times \frac{3}{4}$ % or 75%. 75% Ans.

4. A—\$5000 \times 12 = \$60,000 for 1 month.

B—\$6000 \times 10 = \$60,000 “ “

C—\$7500 \times 8 = \$60,000 “ “

D—\$1200 \times 5 = \$60,000 “ “

Each received $\frac{1}{4}$ of \$12,000 = \$3000, Ans.

5. Yes. By ascertaining whether its denom. is a factor of 10 or some power of 10.

6. $\frac{(3)^3 \times .5236}{(\frac{1}{4})^3 \times .5236} = 27 \div \frac{1}{64} = 1728$ bullets, Ans.

7. $(5)^2 : (2)^2 :: 3 : —$ $\frac{4}{25}^3 = \frac{1}{25}$ hr., or $28\frac{4}{5}$ min. 2 in. faucet will empty $\frac{1}{180}$ of it in 1 min. 5 in. one will empty $\frac{5}{144}$ of it in 1 min. $\frac{1}{180} + \frac{5}{144} = \frac{29}{720}$, which both will empty in 1 min. $1 \div \frac{29}{720} = 24\frac{24}{29}$.

{ 5 in will empty it in $28\frac{4}{5}$ min.

{ Both will empty it in $24\frac{24}{29}$ min. Ans.

8. Since 3 oranges + 4 lemons cost 27 cts., twice this number, or 6 oranges + 8 lemons should cost 54 cts. But 6 oranges + 2 lemons cost 36 cts. 8 lem. — 2 lem. or 6 lem. cost 54 cts. — 36 cts., or \$.18.

{ 1 lemon cost 3 cts.

{ 1 orange cost 5 cts. Ans.

9. $\frac{\$10,000 \times 5.25}{25} = 2500$ £. Ans.

10. $\sqrt{21\frac{4}{20}} = \sqrt{21\frac{1}{5}}; \sqrt{21\frac{1}{5} \times 13} = \frac{60}{13}$, nearly. $4\frac{8}{13}$ nearly. Ans.

GEOGRAPHY.—1. The soil of Cuba is very fertile. Sugar, tobacco, coffee, and tropical fruits are the chief productions. There are dense forests on the island; ebony and mahogany being the most valuable woods.

2. The Isthmus of Panama is traversed by a range of high mountains from which numbers of rapid streams flow on both sides to the ocean. These facts explain the chief difficulties, in addition to which the unhealthfulness of the climate makes it difficult for workmen to carry on the labor.

3. In the Andes, in Central America and Mexico, in the West Indies, Aleutian Islands, Hawaiian Islands, volcanoes do not abound, although there are many other places in which single volcanoes, or small groups appear.

5. Montevideo is in the southern part of Uruguay, at the mouth of the Rio de la Plata; Florence is in the northwestern part of the Peninsula of Italy, on the river Arno; Bergen is on the western coast of Norway; Edinburgh is in the southwestern part of Scotland, near the Firth of Forth; Cologne is in the western part of Germany, on the Rhine; Seattle is in the western part of Washington Territory, on Puget Sound.

6. Dakota is a large Territory in the northwestern part of the U. S. The surface is chiefly prairie or low plateau, with the exception of the Black Hills in the southwestern part. It is crossed diagonally by the Missouri River, and contains many smaller streams and lakes. The climate is considered healthful; the winters are very cold, but the atmosphere is dry and pure. Its most important products are wheat, timber, game, with gold and other minerals in the Black Hills.

7. Winona, Dubuque, Burlington, St. Louis, Memphis, Vicksburg, Natchez, Baton Rouge.

8. Alsace and Lorraine are north of Switzerland and west of the Rhine. They belong to Germany.

10. Both have a hot climate, but Louisiana is supplied with abundant moisture by the warm winds from the Gulf of Mexico, while Arizona is dry, being in a high inland mountainous region, shut off from the moist winds of the west and southeast by high mountains.

GRAMMAR.—1. Relative pronouns, subordinate conjunctions, and conjunctive adverbs.

2. *a. Where* is equivalent to *in which*, introducing an adjective clause. *b. Where* is a conjunctive adverb.

3. Simple declarative sentence. *He* is the subject nominative, unmodified; *hopes* is the predicate verb, modified by the infinitive *to merit*, which is used substantively and is the object of *to merit*. *To merit* is modified by the object *heaven* and by the prepositional phrase *by making earth a hell*. *Making* is the principal word of this phrase, modified by the objects *earth* and *hell*.

4. *a. Making* is a participle, used substantively, and is the object of the preposition *by*. *b. Heaven* is a common noun and object of the transitive infinitive *to merit*.

5. *a. Nominative*; as, "*Whosoever* will, may take of the water of life freely."

b. Objective; as, "You may choose *whomsoever* you wish."

c. Possessive; as, "*Whosoever* sins ye remit, they shall be remitted unto them."

6. *a. Present tense*, denoting future time.

b. Present tense, denoting present time.

c. Present tense, denoting a universal truth.

d. Present tense, expressing past time.

e. Present tense, representing what is habitual.

7. *a. That all right angles are equal*, is a self-evident truth.

b. The merchant expressed a wish that he might be successful in business.

c. "So run, that ye may win."

8. You fly, flew, will fly, have flown, had flown, will have flown, may fly, might fly, may have flown, might have flown. If you fly, if you flew, if you had flown.

9. Round, level, equal, full. The quality can not be expressed in different degrees.

10. *a.* The subject or predicate of a verb; as, "*To live is to think.*"
b. The object of a verb; as, "The general refused *to surrender.*"
c. The object of a preposition; as, "The ship is about *to sail.*" *d.* As an appositive; as, "Delightful task! *to rear* the tender thought."

HISTORY.—1. *a.* For his disastrous march through Florida; his discovery of the lower Mississippi; his further unsuccessful march and his death and burial in the river which he discovered. *b.* For his voyage through the chain of the great lakes, and through the great length of the Mississippi river. *c.* For his celebrated storming of the Heights of Abraham and the defeat of Montcalm, though at the loss of his own life. *d.* As the financier of the Revolution, whose personal sacrifices and great skill in monetary matters saved the Continental Congress from financial ruin. *e.* As the author of the Kansas-Nebraska Act; the Democratic candidate for President against Lincoln, and for his patriotic aid and advice to the latter at the breaking out of the Rebellion.

2. In 1778–9 Clarke crossed the Ohio river from Kentucky and captured Vincennes and conquered the territory now Indiana and Illinois for Virginia, which state called it the County of Illinois. No settlements were made for many years. The determined resistance of Maryland especially to great claims in the West made by many of the colonies led to the cession of the Illinois County and the Northwestern Territory by Virginia in 1784. In 1787 the celebrated Ordinance was passed for the government of this territory, whose provisions can not be annulled, by which freedom and education must always be provided for. The territory became the scene of many conflicts between the English and Indians on one side and the Americans on the other. The celebrated battle of Tippecanoe was fought. In 1800 it was erected into a Territory with Gen. Harrison as Governor. In 1816 it was admitted as a State with Jonathan Jennings as Governor. Since then its progress has been marked to an especial degree, it reaching 6th in population in the country. • Amongst those who have been noted in the state may be mentioned the names of Harrison, Jennings, Posey, Hendricks, Morton, Baker, Lane, Whitcomb, Wright, and a long list of worthies.

3. *a.* By cession of the Northwest Territory. *b.* By the Louisiana Purchase. *c.* By the annexation of Texas. *d.* By the Mexican War. *e.* By the Spanish cession of Florida.

4. Burgoyne entered New York from Canada, compelling General Schuyler to retreat. He captured Ticonderoga. Schuyler in his retreat destroyed bridges and placed all obstacles in Burgoyne's way possible, and finally encamped on some islands at the mouth of the Mohawk river, where Burgoyne feared to attack him. Portions of Burgoyne's army were destroyed in various side engagements, when he finally tried to retreat to Canada. In this he was frustrated by

Gates, who had succeeded Schuyler, and eventually surrendered to him at Saratoga. The results of this victory weakened the power of the English, but especially gave the Americans great moral courage in prosecuting the war.

5. The President of the United States is elected by the College of Electors, who are elected on general ticket by the people of the several States; the electors of each state being equal to the number of representatives that state has in the two houses of Congress.

GEMS OF THOUGHT.

MAMMA TO PHILIP.

Once a careless little boy
Lost his ball, at play,
And, because the ball was gone,
Threw his bat away.

Yes, he did a foolish thing—
You and I agree—
But I know another boy
Not more wise than he.

He is old, this other boy—
Old and wise as you—
Yet, because he lost his kite,
He lost his temper, too.

R. H. HUDSON,

In Our Little Men and Women for October.

NEW YEAR: Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light;
The year is dying in the night,—
Ring out, wild bells, and let him die.

Ring out the old, ring in the new;
Ring, happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true.

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out old shapes of foul disease,
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of yea. [Tennyson.]

INDIANA STATE TEACHERS' ASSOCIATION.

XXXIII Annual Session—To be held at Plymouth Church, Indianapolis, December 28, 29, and 30, 1886.

GENERAL PROGRAM.

TUESDAY, DEC. 28, 7:30 P. M. 1. Opening Exercises. 2. Address of retiring President, E. E. Smith, formerly of Purdue University. 3. Inaugural Address, "The Needs of our Profession," C. W. Hodgkin, Principal Richmond Normal School. 4. Miscellaneous Business—Appointment of Committees.

WEDNESDAY, 9 A. M. 1. Opening Exercises. 2. Paper—"The Great Poets as Moral Teachers," James Baldwin, Supt. of Greencastle schools. Discussion: J. R. Starkey, Supt. of Martinsville schools; Miss Frances C. Simpson, of Jeffersonville schools. General discussion. 3. "The Error of School Work," Arnold Tompkins, Normal Department, Asbury University. Discussion: S. E. Miller, Superintendent of the Michigan City schools; George F. Bass, Supervising Prin. Indianapolis schools. 4. "Scientific Temperance Instruction," Mrs. J. R. Nichols, President W. C. T. U. 5. Report of Committee on the Office of Township Trustee, E. A. Bryan. President Vincennes University.

Afternoon, 2:00.—1. Paper: "Education and the Labor Problem," A. D. Mohler, Supt. Huntington county. Discussion: A. B. Woodford, Indiana University; M. Seiler, State Normal School. General discussion. 2. Report of Board of Directors of the Indiana Reading Circle, R. G. Boone, Chair of Pedagogy, Indiana University. Discussion: W. W. Parsons, Pres. Indiana State Normal School. General discussion. 3. Report of Committee on County Superintendency, W. H. Elson, Supt. Parke county. 4. Appointment of Committee on Officers.

Evening, 7:30.—Evening Address, "Character in the School," Geo. Howland, Supt. Chicago schools.

THURSDAY, 9 A. M. 1. Opening Exercises. 2. "Physics in the Elementary Schools, with Illustrations," D. W. Dennis, Chair of Nat. Science, Earlham College. Discussion of Circular No. 7, 1884: H. A. Hustan, Chair of Physics, Purdue University. General discussion. 3. Report of Committee on Culture of the Æsthetic Element in Child Nature, Mrs. Emma Mont. McRae, Prin. Marion High School. General discussion. 4. Suggestions on Legislation and Administration of Indiana School System, Ex-State Supts. B. C. Hobbs, J. H. Smart, and Supt. J. W. Holcombe. 5. "Necessity of Political Education," Miss Laura Donnan, Indianapolis High School. Discussion: R. I. Hamilton, Supt. Anderson schools; W. O. Warrick, Supt. Worthington schools.

Afternoon, 2:00.—1. Annual Address, "In my Mind's Eye, Horatio," E. C. Hewett, Pres. Illinois State Normal University. 2. Reports of Committees. 3. Miscellaneous Business.

Papers limited to thirty minutes; Leaders in discussion ten minutes. Reports of committees limited to thirty minutes, except Reading Circle, which is given one hour. Leaders of discussion are at liberty to use manuscript if desired.

Executive Committee.—W. H. Sims, Chairman, Goshen, Ind.; Miss Margaret M. Hill, Rensselaer; James H. Henry, Martinsville; Dale J. Crittenberger, Anderson,

SPECIAL PROGRAMS.

HIGH SCHOOL SECTION.

TUESDAY, DEC. 28, 9 A. M. 1. "Mathematics in the High School," J. A. Carnagey, Principal Madison High School. 2. "Limitations in Pedagogical Psychology," Jas. R. Hart, Supt. Union City schools. 3. "Psychology in its Relation to English Literature," A. M. Huycke, Prin. Wabash High School. 4. "Some Observations on Teaching Latin in the High School," George W. Hufford, Indianapolis High Schools.

Afternoon, 2:00.—1. "Zoology in the High Schools," O. P. Jenkins, Prof. Biology in De Pauw University. 2. "Report of Committee on Course of Study for High Schools," W. N. Hailman, Supt. La Porte schools. 3. Miscellaneous Business.

The discussions of these papers will be general instead of by specially appointed persons, thus giving opportunity to a greater number to participate. It is hoped that high school teachers will come expecting to add to the interest and profit of the meeting by brief, pointed expressions of their thoughts upon the sentiments of the papers.

The discussion of the Report on a Course of Study will occupy the greater part of the afternoon. R. A. OGG. *Ch'n Ex. Com.*

COUNTY AND VILLAGE SECTION.

TUESDAY, DEC. 28, 9 A. M. 1. "Supplementary Reading," R. M. Garrison, Morgan county. Discussion: E. A. Ogden, Parke county; Ed. Barrett, Hendricks county. 2. "The Township Principal," Jas. M. Boyd, Daviess county. Discussion: W. B. Carpenter, Knox Co. 3. "Is a Uniform Course of Study Possible and Desirable?" T. B. Felter, Harrison county. Discussion: A. C. Fleshman, Harrison Co.

Afternoon, 2:00.—1. "Township Institutes as a Means of Professional Improvement," Lewis C. Chamberlain, Jay county. General discussion. 3. "Libraries for District and Village Schools," Charles L. Kinney, Elkhart county. General discussion.

RAILROADS.—Railroad facilities are first-class. Reduced rates on all the roads in Indiana. The uniform rate will be one and one-third fares for the round trip.

Each delegate must purchase a first-class ticket to Indianapolis, for which full fare will be charged, and upon request the ticket agent will issue him a certificate of such purchase. Tickets for return will be sold, by agent at Indianapolis, for one-third fare, to all those presenting certificates countersigned by the Railroad Secretary of the Association. Ask local agent for certificate. If through tickets can not be purchased at your local station, pay to nearest point where such tickets can be procured.

Inquire for certificate at your local station in time to send to Railroad Secretary for them, in case they can not be procured from local agent.

If further information is desired, address T. G. Alford, Railroad Secretary, South-Side High School, Indianapolis, Ind.

HOTELS.—Headquarters at the Grand Hotel. Rates \$2.00 per day. Positive arrangements insure these reduced rates only to those having certificates showing payments of annual dues.

NOTICE.—Please to have this program printed in the local papers of your county, and in every way in your power interest teachers in the work of the Association. If additional programs are desired, address
W. H. SIMS, *Ch'n Ex. Com., Goshen, Ind.*

MISCELLANY.

THE ILLINOIS STATE NORMAL, of which Edwin C. Hewett is President, was never before so large as it is this term.

IF vexed with a child when instructing it, try to write with your left hand. Remember a child is all left hand—*J. F. Boyes.*

AN "Outline of Oral Lessons in the Cincinnati District Schools," just issued by the new Supt., Hon. E. E. White, is suggestive and what would be expected from its author.

THE INDIANA NORMAL COLLEGE, at Covington, is getting fairly started. It has over fifty students present, and the different departments are being well organized. J. V. Coombs is principal.

EVERY man who has kept school for ten years ought to be made a Major-General, and have a penshun fur the rest of his natral days, and a hoss and a wagon to do his going round in.—*Josh Billings.*

EDINBURG.—The schools are reported in excellent condition. Supt. Eagle has a new feature in his high school course—the study of the Theory and Practice of Teaching. Why is this not a good feature?

GEOLOGY OF INDIANA, a neat map, on a card 3 x 5 inches, may be had by sending a two-cent stamp to Prof. J. C. Branner, of the State University, at Bloomington. It indicates the great geological sections.

THE TRI-STATE NORMAL, located at Angola, is in a very healthy condition and is doing some good work. The attendance is large and constantly increasing. Pres. Sniff is certainly the right man in the right place.

THE Parke County Association held its annual session Nov. 26-7. Since Parke county several years ago fixed upon these days for its annual meeting, at least a dozen other counties have adopted the same days for similar meetings.

IT has been decided that the next National Educational Association will be held at Chicago. The Journal approves this decision. Chicago is a wonderful city, and when it can be "taken in" along with the association, the attraction is doubled.

THE SCIENTIFIC AMERICAN, published by Munn & Co., New York, presents weekly to its readers the best and most reliable record of various improvements in machinery, while the scientific progress of the country can in no way be gleaned so well as by the regular perusal of its pages.

GOSHEN.—The Supts. and Teachers' meeting held at Goshen Nov. 12 and 13 is reported as a great success. The attendance was good and the exercises were especially interesting and instructive. The address of Supt. Hailman on "The Rejected Stone" is very highly complimented.

PUT THIS ON YOUR BLACKBOARD.—John hired a horse and buggy to drive to a town ten miles distant, for \$10. When half way he overtook Henry, wishing to go to the same town and back to the place where he was overtaken, who agreed to pay his proportionate part of the \$10. How much must each pay?

PROVIDENCE.—The annual report of the Providence, R. I., schools is on our table. The school committee speak in highly commendable terms of their Supt., our old friend H. S. Tarbell, and Mr. Tarbell's part of the report shows that he is incorporating in the schools some of the good features of the Indianapolis schools.

KOSCIUSKO COUNTY.—E. M. Chaplin, as acting secretary, has issued a beautiful circular card containing the course of reading for the Kosciusko county teachers. It does not take the regular Reading Circle course, but insists on one professional book and recommends the best of books named by the State Board to be read for examination.

THE INDIANAPOLIS BUSINESS UNIVERSITY, located in the When Block, is a good school of its class, honestly managed and doing what it purports to do. Trook, Heeb & Redman are the proprietors and instructors, and are honorable young men, determined to build up a school on *merit*, and not "blow," as is too often the case with this class of schools.

KENTUCKY.—The teachers of Kentucky are waking up to the value of organization and united effort in order to growth of their profession and of themselves in their profession. Quite a number of the counties have organized teachers' associations for the purpose of discussing matters of interest to the cause of education. A meeting held at Dixon, Ky., and another at Henderson, Ky., during November, are spoken of

as quite interesting. At the latter, and taking an active part in the discussions, we note two Indiana teachers, Profs. W. E. Lugenbeel and E. E. Smith, as also Prof. E. S. Clarke, formerly at Aurora, Ind., but now at Henderson, Ky.

STEBEN COUNTY held its institute early in November, and as usual managed to hit some bad weather; but as usual managed to do some good work and have a good institute. Thos. W. Harvey, author of Harvey's Grammar, was present all the week and did good service. Alex. Frobes, of Chicago, was present two days and was cheered at the close of every exercise he gave. W. A. Bell did some work and gave an evening lecture. Mrs. Kate B. Ford, of Detroit, Mich., was present a part of the week, recalled because of the merit of work done in former institutes in this county. Several of the county teachers gave valuable assistance. Supt. Carlin is doing a good work.

MADISON.—Prof. J. H. Martin has lately made a great improvement in our city schools. He has compiled a spelling book from words occurring in the geographies, popular science, and histories used in the schools. This speller is a neat little book of seventy-two pages, printed by the school board and furnished to the people at cost. An examination of the book and Prof. Martin's instructions for its use will convince any one of the value and thoroughness of the methods adopted. We feel that we can congratulate Madison people upon this new feature of instruction, and are sure that it will add to Prof. Martin's already high and well deserved reputation as an educator and instructor.—*Madison Courier*.

CALENDARS FOR 1887.—A writer in the *Hartford Post*, speaking of Messrs. Houghton, Mifflin & Co.'s Calendars, says: "Hardly a better method of injecting a little wholesome leaven into one's life exists than that of hanging one of these classics at your desk at home or office, and noting, as you eye the date, some axiom or aid to more comfortable living." Of the eight beautiful Calendars for 1887, two are new. These are compiled from the works of Robert Browning and Nathaniel Hawthorne. The Calendars published in previous years, made up of selections from Emerson, Holmes, Longfellow, Lowell, Whittier, and Mrs. A. D. T. Whitney, are also reissued for 1887.

Especial attention is called to the fact that these Calendars, although not less artistic than those of previous years, and containing many features which render them of greater value, are sold at one-half the price, namely, fifty cents. Houghton, Mifflin & Company, Publishers, 4 Park St., Boston; 11 East 17th St., New York.

THE CITY SUPERINTENDENTS of the Southwestern corner of the State had a very pleasant meeting at Evansville on Friday and Saturday, Nov. 12 and 13. Present: J. W. Layne, Robert Spear, W. H.

Mushlitz and others, of Evansville; A. J. Snoke, of Princeton; P. P. Stultz, of Mt. Vernon; W. W. Parsons, Terre Haute; W. F. Hoffmann, Washington; R. G. Boone, State University, Bloomington; A. B. Milford, Wabash College; E. J. Clark, Henderson, Ky.; C. J. Lemon, Shawneetown, Ill.; N. T. Groves, Newburgh; Harvey Lucas, Owensville; R. W. Wood, Jeffersonville; J. C. Hall, Princeton; E. E. Smith, W. T. Fry, from the state at large, and a number of other leading educational men were on hand, together with several ladies.

The following questions were discussed: How may Libraries be established and maintained? For what grades are women best adapted? for what men? What grades should command the best talent and the highest salaries? Preventives of tardiness and irregularity. To what extent should superintendents determine methods of instruction? Adjourned Saturday afternoon, to meet at Washington, Ind., Feb. 18 and 19. W. F. Hoffmann elected chairman of Ex. Com.

CITY SUPERINTENDENTS' ASSOCIATION.

City Superintendents of Indiana and Ohio held an interesting meeting at Muncie on Nov. 4, 5 and 6. The association was organized by electing Supt. Vancleve of the Troy, O., schools, chairman, and Supt. Griffith, of the Frankfort, Ind., schools, secretary. The discussions, which embraced quite a range of subjects, were all the more interesting from being informal. The drift of thought seemed to indicate the introduction of industrial education in small cities as impracticable if not undesirable. High school graduates, with supplemental professional training, were regarded as the best supply for city school teachers. One Supt. had tried the experiment of making high school graduates janitors, and found them of great assistance to him by reason of their superior intelligence.

The Indiana Superintendents thought deportment a factor in determining the promotion of the pupil. Some of their Ohio brethren objected to this.

Prof. R. G. Boone, of Indiana University, gave some excellent talks in the course of the discussions. Dr. David S. Jordan, of the State University, delivered his lecture "Higher Education," Friday evening to a large audience. The music of the school children, under the direction of Miss Love, was most excellent.

The next meeting will be held next spring at Troy, O. The Executive Committee consists of Supts. Vancleve and Crbmer, Ohio, and Supts. Study and Black, Indiana.

P E R S O N A L .

C. C. Pavey presides at Harveysburg.

D. W. Sims is principal at Veedersburg.

G. M. Naber is principal at South Whitley.

C. M. McDaniel holds the reins at Newtown.

Joshua H. Groves still holds sway at Tell City.

S. A. Harker has charge of the Albany schools.

S. L. Welker is principal of the schools at Alton.

Henry J. Shafer is serving his second year as Supt. at Attica.

V. E. Livingood still continues in charge of the Covington schools.

J. C. Eagle is serving his eighth year as Supt. of the Edinburg schools.

T. S. Merica, with F. M. Merica, assistant, is directing educational affairs at Garrett.

J. W. Stotts, formerly of the Southern Indiana Normal at Mitchell, is now one of the faculty of the Normal at Covington.

Henry Gunder is Supt., and Mrs. E. Mowrer as high school principal, are rendering acceptable service at North Manchester.

B. F. Moore, Supt of the Monticello schools, recently with his entire corps of teachers spent a day visiting the Indianapolis schools. A wise thing to do.

Eli T. Tappan, of Gambier College, has been elected School Commissioner (State Supt.) of Ohio. He is an able man and will worthily represent his state.

Richard Edwards, LL. D., for many years President of the Illinois State Normal School, has been elected Supt. of Illinois. Illinois has honored itself by electing such a man to this high office.

Thomas W. Harvey, author of Harvey's Grammar, was the chief instructor in the Steuben county institute. Mr. Harvey frequently attends Indiana institutes and always does good honest work.

Joseph Esterbrook, for many years President of the Michigan State Normal School, has been elected Supt. of Public Instruction of Mich. Mr. Esterbrook is a strong man among the many strong men of this state of strong educators.

Rev. O. C. McCulloch, pastor of Plymouth Congregational Church, Indianapolis, is willing to engage to deliver a few lectures this winter. He is an original, vigorous thinker, and never speaks without saying something well worth listening to.

BOOK TABLE.

DAVIS'S LITERARY MONTHLY, is a new magazine just started in Chicago. It is published by A. E. Davis & Co., who also publish the *Current*, a weekly literary paper of much merit.

THE INTER-STATE TEACHER, published at Covington, Ind., is edited by J. W. Stotts, one of the instructors in the Normal School located there. The last issue is very much improved in appearance as well as in matter.

A PRIMER OF MEMORY GEMS, is the title of a little 15-cent primer edited by Geo. W. Hoss, now Prof. in Baker University, at Baldwin City, Kan., formerly Supt. of this state and Prof. of English Literature in Indiana University.

LITTELL'S LIVING AGE furnishes more *good* reading for the money than any other literary magazine published. It gives, weekly, the cream of the English periodicals, and this means the best thoughts of the best thinkers of the age. For full information see advertisement in this Journal.

THE MASQUE OF THE YEAR is the title of a little ten-cent play arranged by Lillie A. Long and published by C. H. Kerr & Co., Chicago. Some of the characters are Time, Old Year, New Year, Easter, May Day, Fourth of July, Halloween, etc., etc. Appropriate dress and speech are provided for each.

THE UNION READING CIRCLE is the title of a new Literary Journal, published at Chicago, Ill., by the "Reading Circle Association," and especially devoted to Home Study and Reading Circles. It is somewhat after the plan of the *Chautauquan*, but is non-sectarian and the instruction is intended to be highly scholarly, leading through complete college courses. Over fifty distinguished college professors are connected with the enterprise. Yearly subscription, \$1.00.

THE CABIN IN THE CLEARING is the title of a proposed volume of poems by Benj. S. Parker, of Knightstown. Mr. Parker formerly edited a paper at New Castle. His poetry has been extensively copied and has found its way into several important collections. Indiana has produced but few poets equal to Mr. Parker, and he deserves liberal patronage. The volume will contain from 300 to 400 pages, will sell for \$1.50, and will be printed as soon as enough subscribers are secured to pay expenses.

LITTLE LORD FAUNTLEROY: By Frances Hodgson Burnett. New York: Chas. Scribner's Sons. For sale by Burrows Bros., Cleveland, Ohio.

The Christmas list of juvenile books must fail in producing anything more attractive to the boys and girls than the volume mentioned above. The lesson taught in the story that childlike confidence and love must win a way and produce in the hearts of those upon whom it is bestowed a return of that which is given, is a good one, worthy the study of the old as well as young. The story is well told, as the name of its writer would indicate. The book is attractive in style and binding as well as in subject-matter. This book is to be found in the list for sale by Burrows Bros., Cleveland, O., which may be found in this Journal. Price \$2.00. Illustrated.

HOW TO WIN—A BOOK FOR GIRLS: By Frances E. Willard, with an Introduction by Rose Elizabeth Cleveland. New York: Funk & Wagnalls.

The author of the above is President of the National Woman's Christian Temperance Union, and the thousands who know her know that whatever she undertakes she does well. This is an earnest talk with girls and young women on the various relations and duties of life, and any one who desires to be not only good, but good for something, will read it with pleasure and profit.

HOOVER'S CHILD'S BOOK OF NATURE—Three Parts in One: Part I. Plants; Part II, Animals; Part III, Air, Water, Heat, Light, etc. New York: Harper & Bros. W. J. Button, Chicago, Western Agt.

This already well known and popular work has just been thoroughly revised. Such a book gives excellent matter for supplementary reading, for while it gives the desired exercise in reading it at the same time gives valuable information which is at once interesting and profitable. More than seventy pages of new matter, including chapters on the effects of alcohol and narcotics, and "What to Do in an Emergency" (Part II), have been added. A number of the illustrations are new, and the book is issued in a fresh and attractive binding. The three parts of this book can be had in separate volumes by those who desire it.

BUSINESS NOTICES.

BOOKS FOR THE YOUNG.—Special attention is called to the well selected list of books for young people, which may be found among the advertising pages this month, of Burrows Brothers & Co., of Cleveland, O. 5

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INDIANA SCHOOL JOURNAL.

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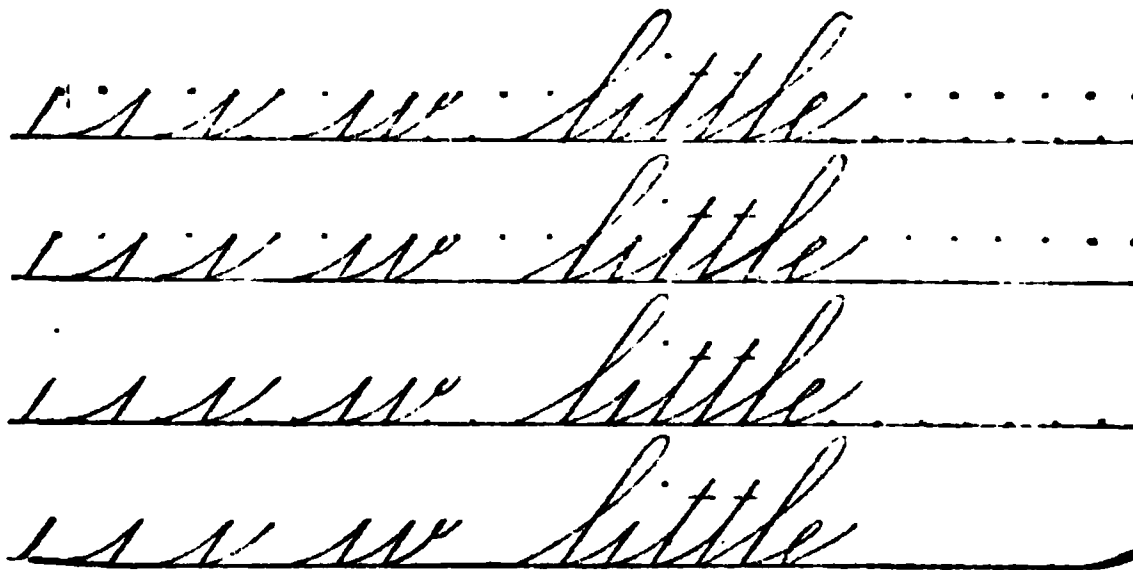
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STATE OF INDIANA, DEPARTMENT OF PUBLIC INSTRUCTION, }
INDIANAPOLIS, September 9, 1886.

I have examined Mr. E. W. Young's Progressive Practice Book in writing, and I think that its use in the schools, in connection with the writing books adopted by the County Board of Education (not as a substitute for them), would not be an infringement of the law. The book, I understand, is to be used merely as practice paper, and may be adapted to any system of penmanship.

J. W. HOLCOMBE,

State Superintendent.

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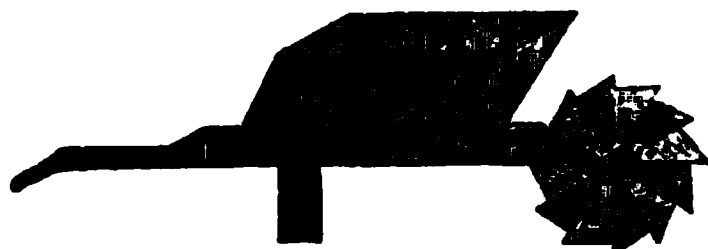
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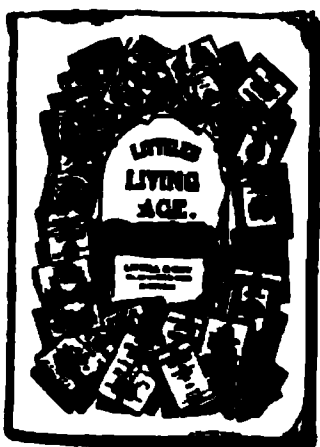
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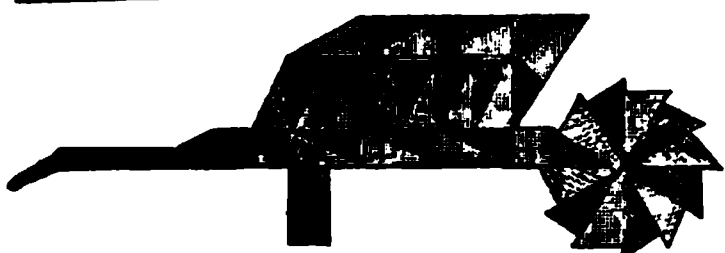
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